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ABSTRACT

Volume 1 of the six-volume articulated elementary education career guide deals with the self-awareness level of career awareness and aims at developing student self-identity. The lessons in the volume are divided and color-coded by grade level (early childhood, primary levels one, two, and three, and intermediate levels one, two, and three corresponding respectively with grades K-six), and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Representative unit titles include: "Self Understanding and the Use of Puppet Playmates" for early childhood; "Developing Understanding of Self and Other Kits." "Workers Who Cooperate," and "Bulletin Board Idea" for the primary levels; and "Who Am I?," "Being and Becoming," "Newspaper Unit," and "Achieving Success in the World of Jobs" for intermediate levels. Altogether there are five lessons for early childhood, nine for the primary levels, and 18 for the intermediate levels. (JR)

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Volume

Elementary Career 1 Education Guide

SELF AWARENESS

Career Development Project

435 Tenth Avenue Northwest
Watertown, S. Dak. 57201

DEDICATION

This resource guide is dedicated to the Watertown elementary faculty, their principals, and administrators.

It is evidence of their work and commitment to the main thrust of the Career Development ideal, the self-actualization of every student who passes through the Watertown school system.

A special salute is made to the school board and residents of the Watertown community. Without their support these lessons and units would not be written.

Career Development Project

Watertown Ind. School Dist. No. 1

435 Tenth Avenue N. W.

Watertown, South Dakota 57201

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August 1973

PREFACE

The elementary faculty members of Watertown hope that the pioneering efforts expressed in this resource guide will assist other educators in converting their curriculum to one with a Career Development impact of their own creation.

The Career Development staff is grateful to other Career Development projects for their sharing of guides and materials, the influence of which cannot always be calculated fully.

It is not the thought of the Watertown teachers that this resource guide is complete and flawless. It is built to enhance the existing curriculum in Watertown, and to express the genesis of a new way of approaching education for American children. This is articulated to better prepare students for the multi-demands of the World of Work in a technological society. New ways of meeting this challenge continue to reveal themselves to our staff members.

The authors of this resource lesson guide desire to remain open to the challenge of the future and expect to continue to change as better methods appear to be successful with students.

Watertown teachers are excited by the possibilities of their Career Development Program and the motivating force which it provides for pupils such as this third grader, who, sans, grammatical accuracy, yet with poetic expression summed up how he felt about a field trip in this way, "I had joy all over me when I saw 'them' interesting things they were doing... and I remember what you said what 'them' logs were. Here is the answer, railroad ties, and I thank you truly for 'tacking' us there." There is, also, the sophisticated note to President Nixon from a fifth grade boy just before the 1972 elections. "If you do as well in the elections as you did in the mock elections at our school, you will win... I am getting a very good 'grounding' in being a superintendent of schools." Then, there was the fourth grader who wrote under an illustration, "Be polite when you ask for a job, and look 100%, and get right to work, and help others. Are you polite when you ask for a job?" Watertown teachers expect to continue to add worthwhile and viable material to this guide and do not feel that its production is finished. Will you, also?

INTRODUCTION

CAREER DEVELOPMENT "A, B, C's" FOR THE TEACHER

Helen K. Dickson
Elementary Curriculum Specialist
Career Development Project

WHAT IS THE GOAL OF CAREER DEVELOPMENT?

The goal of Career Development for K-12 is the self-actualization of every student. When a student understands himself in true perspective, he will be able to realistically set life-time goals and meet them. He needs to know his strengths. He needs to understand and be able to deal with his weaknesses.

WHAT COMES BEFORE SELF-ACTUALIZATION?

In order to have achieved these top priorities, he needs to have developed a set of values capable to assisting him to a sound philosophy of life. He needs, also, to have made a career choice, thereby gaining some individual autonomy in his life. He needs to feel, and have others agree that he can make mature decisions.

HOW CAN COUNSELING HELP?

Counseling can assist students toward making decisions which lead to self understanding. It can help these students resolve problems and lead them to relative happiness-success through their value setting.

WHAT HELPING ROLE DOES CURRICULUM PLAY?

A curriculum geared to Career Development can help students toward wise career choices through a diverse knowledge of the World of Work and the occupations it contains.

THE MOTIVATING FORCE OF CAREER DEVELOPMENT

In Career Development children are provided with a strong motivating force for becoming educated by relating careers and the World of Work to their existing studies. This can be achieved through an active blending of the academic with the vocational, integrating one into the other, and producing an educational impact which makes SENSE to the student, thereby releasing his human potential.

WHO COUNSELS IN ELEMENTARY SCHOOLS?

On the elementary level, trained counselors are few. Their work is diffused and meaningless to many of the children they need to serve through no fault of the counselors themselves. Existing counselors are overburdened at best, and find it virtually impossible to meet the demands of the work which confronts them. Effective counseling, then, falls squarely into the hands of the teachers; burdened as they are, and confronts principals whose training has often been authoritarian-centered, a highly acceptable approach in other moments of our nation's development. Career education provides a format for teacher-counseling action.

WHY ARE NEW TECHNIQUES DEMANDED?

Technology, the burgeoning increase in population, the rise and needs of minority races, changed concepts of morality in many homes. The losses of identity for many individuals, especially in the ghettos of our cities, have created an entirely different and often crushing demand on the schools, their administrations, and their teachers. Career education can assist students in finding and understanding themselves and others.

WHAT CAN ELEMENTARY TEACHERS DO?

Personal Recognition of Students

In every small way a teacher can maneuver, (s)he should let students know (s)he cares for them as individuals. A look, a pat, a chuckle go a long, long way.

William Glasser, psychiatrist, and author of Schools Without Failure and Reality Therapy in Los Angeles schools, advises teachers that students are role-oriented today. Because they see themselves being gobbled up by technological society as a number in place of a name, they feel the urge to establish their individual role as a person. From this base they will set their goals, and not before. Teachers, therefore, are challenged to teach from an individualized approach in basic skills such as reading and math. They can, also, recognize the student in individual acceptable personal ways. Goal setting is important to a student's future occupational success. Self understanding will assist him toward decision making when the time comes for it. This understanding should begin very early in a child's formative years.

Decision Making Techniques

Teachers can assist in decision making by encouraging participants in lessons requiring the use of techniques such as the inquiry method, brainstorming, and problem solving. These techniques, learned in the early years, will be applied easily later when career decisions are at hand. They are basic elementary practices in preparation for future years.

Inquiry requires the use of questioning approaches to discussion, while brainstorming includes the outpouring of idea after idea with free wheeling encouraged. Problem solving requires the participants to decide precisely what the problem is, and then suggest a myriad of possible solutions. When many solutions have been contributed the group involved in decision making decides on the best of the possible solutions. These methods need to be established early so that they can be easily used in life decisions.

Counseling-oriented Lessons

Many counseling-oriented lessons can fit snugly into the informal part of the school day, just before or just after recess and before going home. They can include the teacher-selected books which point to value judgments, child-teacher cooperative creative writing having to do with personal feelings, filmstrips illustrating the needs in personality development, and publishers' curriculum kits which cover the entire gamut of feelings and value judgments. Throughout this guide teachers have been referring to curriculum materials and ideas which will be effective in teaching these lessons.

These do not replace Sunday School; they supplement its challenges, not through moralizing, but through assisting students not only to understand themselves, but, also, to understand others with whom they come in contact.

Curriculum-oriented Lessons — The Curriculum Recipe

Let us reason, now how a teacher can plan Curriculum. Take any lesson which a teacher needs to teach, analyze it for the possibilities of integrating any of the eight different levels of Career Development awareness and some of the goals which are represented within them. What can one most readily teach presenting the subject matter in its best light? Will it be self, career, economic, or education awareness? Will it be appreciation-attitudes, beginning competency, decision making or employability? Perhaps to make the lessons especially dynamic several of these objectives may be accented. The teacher should make these decisions on the basis of the World of Work goals fitting the awareness levels which are most effective for these particular lessons.

Curriculum Tips Toward A Successful Recipe

Now the teacher plans his approach! What occupational cluster will be represented? To what developmental stage does he hope to appeal? What will the teacher present in the way of INPUT to the lesson? How should the children be grouped while receiving the teacher's information? Should they be quiet through the entire INPUT, respond in unison, read and recite, or what? Now, what OUTPUT in the way of activities are the children going to produce? What performance achievement is expected of them? Will they show improvement in understanding concepts and generalizations? How will these be measured in a pre-test and the post-test? What will students actually have learned in the way of factual information that was geared to the World of Work?

Checking Recipe Ingredients

Now, it is time for the teacher to check his plans. Is there some way that this lesson can be more humaristic slanted? Can technology be placed second rather than first? Remember, technology never invented anything. PEOPLE did! Technology does not make faultless checks on technology. PEOPLE often have to be called in to double check and regulate computer decisions. A case in point is the computerized rapid transit system problem in San Francisco. When materials move down an assembly line, it is PEOPLE who made it possible, not the machines. Anyone teaching students should keep this fact well in mind, and transfer the thinking successfully and dynamically to students.

Let us assume that a teacher has checked on the human approach to the lesson. Is every activity in the OUTPUT? Again, is it all 3-R activities which have been written in, or does the teacher have pupils grouping and regrouping for vocational type enhancement as well as concrete-abstract teaching?

Next, check to see if students are to be exposed to a resource person on a field trip, and if so, are teachers going to follow advice in CAREER EXPLORATIONS, DESIGNS FOR FIELD TRIP REPORTING, or does anything suffice that might happen on the trip? (See Eric System VT 016 122; Order from: University of South Dakota Library or State Library Commission).

Finally, is the teacher planning at least one of the ten ways outlined in the booklet, CAREER EXPLORATIONS, to reinforce the field trip? Has (s)he thought of a creative reinforcement method of his or her own? Or, are results of the field trip lost forever in a maze of irrelevant published lessons which might appear to be high priority items to the teacher when (s)he returns with the class?

EVALUATING RECIPE OUTCOMES OF CAREER DEVELOPMENT PLANNING

The teacher may have developed a mini-unit, a maxi-unit, or an individual lesson, but it should be integrated into the regular curriculum; it should be relevant; it should be active and contain concrete experiences to blend with abstract concepts which are meaningful. This means active participation to illustrate passive ideas, i.e., the order of the successful Career Development units. These can and will, in a dedicated scope and sequence, lead toward SELF-ACTUALIZATION for every student. This is exactly what Watertown teachers were attempting to do when writing lessons printed in this guide.

Each one who moves from early childhood throughout adulthood, in a powerful curriculum such as this, should be more ready to do as Dr. Helling of the University of Minnesota suggests, successfully "integrate self with society" lasting an "entire life".

Could anything be more challenging for the 70's than this? In accomplishing this objective of the 70's, one is planning for the successes of this nation and its people for the 80's, 90's and the year 2000 A. D.

CAREER DEVELOPMENT RATIONALE AND THEORIES

RATIONALE:

After reviewing the literature in regard to Career Development theory, and discovering the works of Ginzburg, Ginsburg, Axelrod and Herma, Donald Super, and those of John Holland, as well as others, one reasons that an understanding of the theories should assist greatly in the development and understanding of curriculum.

THEORIES:

According to Samuel H. Osipow, Prof. of Psychology, Ohio State University, we know a number of generalizations about career development. It is a socially bound process, is characterized by changes both within the individual and external to the individual, is often accompanied by anxiety, the fear being implied of choosing something at which one may fail, and choosing something that one does not like. Abilities play an important role in Career Development and interest serves as a predictive "ceiling", while abilities serve as a predictive "floor".

John Holland expresses the idea that there is something systematic about Career Development preferences. They seem to come about in a developmental manner and are facilitated by particular tasks in significant institutions.

Ginzburg's theory "is developmental in nature of the process" of vocational change, and Super's theory lists life stages of vocational development. The table below compares the two theories as they relate to school children:

Ginzburg:	Super:
Fantasy Period - Birth - 11 years	Growth Period - Birth - 14 years
Tentative Period - About - 11 years	
A. Interest-Identification and Understanding	A. Fantasy: Age 4-10
B. Capacity-Abilities-Values	B. Interest: Age 11-12
C. Transition-Composite View Interests Values Capacities	C. Capacity: Age 13-14
	Exploration Period - Age 15-25
	A. Tentative: Age 15-17
	B. Transition: Age 19-21
	C. Trial: Age 22-24
Realistic Period - Around 18 years	

Roe's Theory emphasized development in another way stating that a child moves toward or away from interpersonal activity in early childhood. Roe developed an occupational classification system which some of Osipow's research data refutes.

John Holland postulated six types of individuals: the realistic, the investigative, the social, the conventional, the enterprising, and the artistic.

Osipow points out that it is important that factors lying outside the individual be taken into consideration such as social class membership, sex, race, sometimes finances, the state of the economy, and where a person lives. All of these social systems are brought to bear in career development.

Super often discusses the vital importance of the Self Concept and lists suggested vocational development tasks:

Preschool Child

1. Increasing ability for self-help.
2. Identification with like-sexed parent.
3. Increasing ability for self-direction.

Elementary School Child

1. Ability to undertake cooperative enterprises.
2. Choice of activities suited to ones' abilities.
3. Assumption of responsibility for one's acts.
4. Performance of chores around the house.

CONCLUSIONS:

The Career Development staff has chosen to use Super's Theory chiefly as a basis for planning since Self Awareness plays a large part in curriculum. We feel this concept is important for elementary children.

It would seem that the vocational developmental tasks of Super are reasonable ones. It also, appears to some of our Watertown principals and to the curriculum specialist that ages 9 and 10, about the fifth school year, students vary as to a Fantasy Stage and/or a Beginning Interest Stage. Because of mental maturity, some children in the chronological age of ten, may be displaying more interest orientation than fantasy thinking.

Curriculum workshop people have identified the years K-4 as a Fantasy Period and the sixth school year as being more of a "Growth-Interest Period". Noting Ginzburg's statement that the "fantasy period" changes to a "tentative period" near age 11 years, we have identified the fifth school year as being a "Growth-Fantasy + Beginning Interest" period.

One might note that Ginzburg and Super's Fantasy periods seem to cover about the same chronological ages of children.

We would agree with Osipow that "programming of career education should not be too rigid or too tightly conceived, that new ideas of career education recognize the developmental nature of careers, that changes occur with growth and maturity, and that attitudes are continually being formed toward making educational and vocational decisions."

CLUSTERS

Watertown, South Dakota schools use twelve elementary curriculum clusters to allow a practicable application if the core approach is used in the reorganization plans of the junior high school.

Agribusiness
Communicative Arts
Consumer and Homemaker
Construction
Financial and Business
Health Occupations
Hospitality and Recreation
Manufacturing
Natural Resources and Environment
Personal Service
Public Service
Transportation

Watertown examples of occupations are shown here for each cluster. This is not to imply exclusion of occupations outside of Watertown. It is merely organized in this manner for the sake of references and easy understanding.

CLUSTER EXAMPLES

AGR

AGRIBUSINESS

1) Livestock Feeder
2) Dairy Farmer
3) Veterinarian
4) Poultry Processor
5) Hatchery Manager
6) Seed Processor
7) Feed Processor
8) Government Agent
9) Implement Dealer
10) Farm Management Specialist
11) Farm Products Manufacturer
12) Farm Insurance Agent

COMMUNICATIVE ARTS

1) Radio Announcing
2) Journalism
3) Newspaper Advertising
4) Printing
5) TV Production
6) Freelance Journalism
7) Sign Design
8) Library Science
9) Music Instruction
10) Music Merchandising
11) Artist or Ballet
12) Drama
13) Computer Science

CONSUMER & HOMEMAKER

1) Food Service Manager
2) Dietician
3) Drycleaner
4) Clothing Store Manager
5) Fabric Store Manager
6) Interior Decorator
7) Upholsterer
8) Flower Shop Manager
9) Landscape Architect
10) Extension Agent
11) Butcher
12) Supermarket Manager

CONSTRUCTION

1) General Contractor
2) Architect
3) Draftsman
4) Carpenter
5) Electrician
6) Heating & Colling Contractor
7) Landscape Architect
8) Building Products Wholesaler
9) Plumbing & Heating Wholesaler
10) Glass Contractor
11) Cement Products Manufacturer
12) Realtor

CLUSTER EXAMPLES (continued)

FINANCIAL & BUSINESS SERVICES

1) General Banking Services
2) Trusts
3) Banking Loans
4) Credit Bureau
5) Insurance Co.
6) Accountant
7) Insurance Agency
8) Realtor
9) Office Machines
10) Commercial Loan Office
11) Commercial Property Management
12) Chamber of Commerce

HEALTH OCCUPATIONS

1) Hospital Administrator
2) Nurse
3) X-Ray Technician
4) Physical Therapist
5) Physician
6) Mental Health Administrator
7) Nursing Home Administrator
8) Dentist
9) Dental Assistant
10) Optometrist
11) Optician
12) Dental Lab Technician

HOSPITALITY & RECREATION

1) Game, Fish & Parks Department
2) City Recreation Director
3) Sporting Goods Manager
4) Movie Theater Manager
5) Nightclub Manager
6) Bowling Alley Manager
7) Athletic Director
8) Boy Scouts-Girl Scouts
9) Travel Agent
10) Motel Operator
11) Sports Editor
12) Flight Instructor

MANUFACTURING

1) Quadee (Rubber Products Co.)
2) Midtex (Electronics Parts Co.)
3) Monument Works
4) Chickasha (Mobile Homes)
5) Schweigers or Pepsi Bottling Co.
6) Concrete Products Co.
7) Woodworking Co.
8) Poultry Processors
9) Sign Manufacturing Co.

NATURAL RESOURCES

1) Weather Bureau Representative
2) Conifer Nursery
3) Game, Fish & Parks Department
4) Soil Conservation Service
5) County Extension Office
6) Sanitation Department
7) Water Purification Department
8) Bureau of Reclamation
9) Sand & Gravel Company
10) Lumber Yard
11) Fish Hatchery
12) Army Corps of Engineers

PUBLIC SERVICE

1) Model Rural Development
2) City Government Administration
3) County Government Services
4) Law Enforcement
5) Fire Protection
6) Municipal Utilities
7) Post Office & Civil Service
8) Employment Services
9) Welfare Office
10) State Government Services
11) School Administration
12) Lawyer

CLUSTER EXAMPLES (continued)

TRANSPORTATION

1) Airline Representative
2) Motor Freight Representative
3) Auto Mechanic
4) Diesel
5) Auto Parts Person
6) Auto Sales Person
7) Oil Pipeline Representative
8) Railroad Representative
9) Highway Department Representative
10) F. A. A. Representative
11) Bus Company Representative
12) Post Office or United Parcel Service Representative

PERSONAL SERVICE

1) Barber
2) Cosmetologist
3) Radio-TV Repairman
4) Watch Repair Person
5) Mortician
6) Child Care Specialist
7) Tailor
8) Gardener
9) Tax Consultant
10) Carpet Cleaning Specialist
11) Furniture Repair Person
12) Taxi-Driver
13) Public Stenographer
14) Pet Shop
15) Appliance Repair Person

OVERVIEW

The main divisions of this lesson guide are the eight levels of awareness which lead to life-time targets.

CAREER DEVELOPMENT

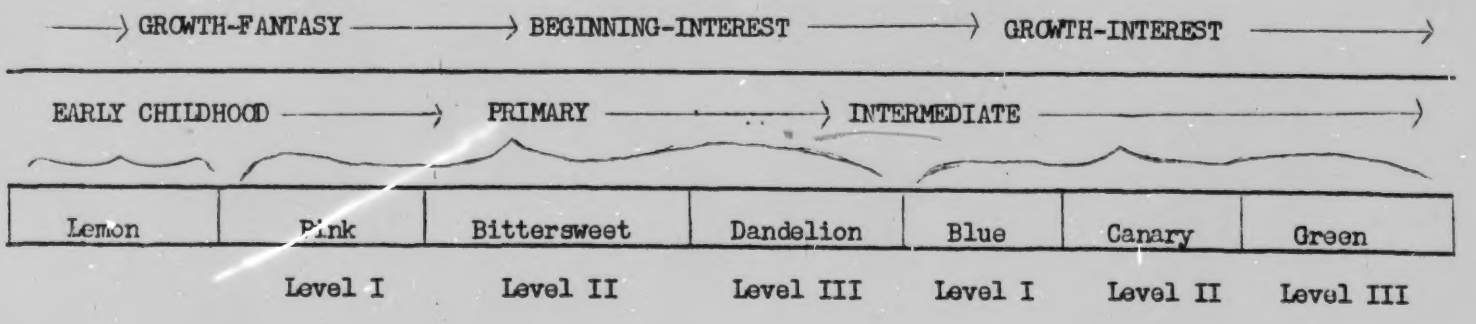
Objectives	Leading to	Life-Time Targets
Self Awareness		Self Identity
Career Awareness		Career Identity
Economic Awareness		Economic Understanding
Beginning Competency		Employable Skills
Appreciation-Attitudes		Social Self Fulfillment
Decision Making		Career Decisions
Education Awareness		Education Identity
Employability		Career Placement

Within each category, the guide is divided into developmental stages as delineated by Donald Super, vocational authority. Inasmuch as the Watertown philosophy in theory and practice is based upon belief in Individualizing Instruction, we have organized these programs into units with suggested appropriateness for early childhood (kindergarten), primary level (Grades 1-3), and intermediate (Grades 4-6).

This leaves an assignment of levels to the discretion of non-graded teachers as their school needs dictate. Career Development Goals as designed for the Watertown Project appear in their entirety after each level of awareness. They are accompanied by instructional objectives and other criteria basic to an excellent lesson.

Each developmental stage is color-coded corresponding roughly to traditional grade levels to provide guidance to the teacher in determining appropriateness for pupils at various stages. The diagram on page xiii shows in graphic form the progression of Developmental Stages, traditional elementary school levels, and the corresponding color code.

DEVELOPMENTAL STAGE CONTINUUM



CAREER DEVELOPMENT

Self Awareness

RATIONALE:

Self awareness is a prime and necessary objective of career education. It will lead to a life-time target of self identity.

* Self awareness is to assist children in gaining a good self concept.

* Self awareness is to assist each child in accepting himself as a whole unique person--Physical-Social-Emotional-Intellectual being.

* Self awareness will release the human potential and assist individuals toward self-actualization. This can be achieved by promoting self understanding of:

  a. perceptions
  b. feelings

  Aiding children in the interpretations of the perceptions of others, as well as the feelings of others, these understandings will help each one toward better interpersonal relationships.

GOALS:

In the adoption of the precept of self awareness, the teacher should adopt these goals. The student needs to be taught the following knowledge in the form of concepts and generalizations to be developed within the instructional design:

* the value systems of a person affect career choices.

* every person in every career has human dignity if they perform socially with dignity.

* in order to be a mature person in every sense of the word one needs to perform on the basis of good ethical sense and values.

* interests, aptitudes, and achievements are related to the realization of career goals.

* students will learn about and appreciate their own culture through understanding and experiencing roles.

* students will show understanding, acceptance, and respect of their own uniqueness as they learn, grow, and mature.

* students will be helped to understand that social, economic, educational, and cultural forces influence their development.

* students will recognize that self-knowledge is related to a set or system of values unique to them.

* students will learn to establish, tentative, personal, relevent goals.

SELF AWARENESS

TITLES	INTEGRATION	CLUSTER	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH; FANTASY			
EARLY CHILDHOOD			
Adventure of the Lollipop Dragon	LA	Miscellaneous	1
America's Indian Heritage	LA	Miscellaneous	2
The Farmer & the Corn He Grows	LA	Miscellaneous	4
Getting to Know Me	LA	Miscellaneous	5
Self Understanding & the Use of Puppet Playmates	LA	Miscellaneous	6
PRIMARY			
Level I			
Developing Understanding of Self & Others Kits	Story Hr. Time	Miscellaneous	7
Valentines & the World of Work	LA, A, M, SS	Public Service	9
Level II			
Awareness, Focus on Self Development (first 1/2)	LA	Miscellaneous	11
Creative Expression	M, LA; S	Communicative Arts	13
My Good Friend, the Policeman "Respect for Authority"	SS	Public Service	15
Time & Time Careers in the World of Work	M; S	Personal Service	16
Workers Who Cooperate		Public Service	18
Level III			
Bulletin Board Idea	LA & A	Miscellaneous	20
Happiness	LA	Miscellaneous	21

SELF AWARENESS

TITLES	INTEGRATION	CLUSTER	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH; FANTASY			
INTERMEDIATE Level I			
Behavior	SS	Miscellaneous	22
Instructional Objectives to Teach Ethics	LA	Communicative Arts	23
Discovering Differences	SS	Miscellaneous	25
A Beginning Activity to Introduce Unit on "Who Am I?"	SS; LA	Miscellaneous	26
Who Am I?	LA	Mscellaneous	28
DEVELOPMENTAL STAGE: GROWTH-FANTASY & BEGINNING INTEREST			
Level II			
Being & becoming	SS; R	Miscellaneous	30
Career Education and Nutrition	S; LA	Consumer; Homemaker	31
Discovering Horses; Hobby or Career	SS	Agribusiness	35
Emotions Are an Important Force in Our Lives	PE; Music	Miscellaneous	38
Individuals & Groups	SS; R	Miscellaneous	40
Newspaper Unit	LA; SS	Communicative Arts	41
Unit Plan to Teach Dignity of the Total Person	SS	Miscellaneous	51
DEVELOPMENTAL STAGE: GROWTH-INTEREST			
Level III			
Achieving Success in the World of Jobs	LA; SS	Miscellaneous	58
Diaries & Feelings	LA	Communicative Arts	59
Interest Survey-Becoming (A sample)	LA	" "	60
Living With Values	SS	" "	63
Perceptions	R & LA	" "	64

SELF AWARENESS

TITLE	INTEGRATION	CLUSTER	PAGE NOS.
DEVELOPMENTAL STAGE: GROWTH-INTEREST			
INTERMEDIATE Level III			
Personality Development	S	Communicative Arts	65
Sense Experiences	R & LA	" "	66

SELF AWARENESS

EARLY CHILDHOOD

ADVENTURES OF THE LOLLIPOP DRAGON

Early Childhood — Awareness: Self; values

REFERENCES:

The Adventures of the Lollipop Dragon, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois, 60614

INSTRUCTIONAL OBJECTIVES:

Given the sixth filmstrip in the series, "The Adventures of the Lollipop Dragon", "Kindness to Animals", the pupils will be able to describe how one should be kind to animals, and tell how they demonstrate their kindness in treating their pets or farm animals.

INPUT:

Show pupils the filmstrip as a group or individually with separate viewers and record player. In absence of the record or facilities, teacher's guide may be used.

Procedure:

Have children dramatize the filmstrip as role play. This would encourage good listening for content and could be the basis for a PTA play.

OUTPUT:

* Pupils watch filmstrip and listen to the record or the teacher.
* Children dramatize the filmstrip with different children taking roles shown in the filmstrip.
* Children tell how they show kindness to their animals by anecdotes, discussions, or examples.

EVALUATION:

Outcomes:

The activity will be considered worthwhile if the main body of knowledge in the role playing tells the story of how to be kind to animals and ways some people are unkind and what they should do to become more kindly toward animals.

AMERICA"S INDIAN HERITAGE

Early Childhood Awareness: Self

Subject: Language Arts

Piloted by: Ruth Wight

REFERENCES:

"Our Little Indian," Moon, Grace & Carl; Albert Whitman & Co., Childcraft Appropriate Indian Sign Language
"Indian Two Feet and His Horse," Margaret Friskey; Children's Press
"The Indians," Marjorie L. Harm, The Redbook
"Songs Written for Charming Children," Music Book, pg. 10
Corn Palace Slides, Corn Palace, Mitchell, South Dakota
ITA Color Words for Matching
Filmstrip FS-387 McKinley School, Watertown, South Dakota
"The Indian Boy and Girl," Story of the American Indian, EyeGate House, Long Island, N.Y.

INSTRUCTIONAL OBJECTIVES:

Given instruction which correlates kindergarten subjects and reinforces ITA Reading Readiness, including an introduction of Indian pictographs, pupils will be able to recognize an American Indian as a person who is a worthwhile American with a different cultural background from their own.

INPUT:

Procedure:

* Study Indian body language, pictographs, and design together.
* Tell the Thanksgiving Story.
* Have Tom Tom available for playing Indian music with "The Indians" number for beat music.
* Have popcorn. Tell children about the corn Indians first gave Caucasians.
* Have children with cultural background of people from Holland and England who came on the Mayflower be recognized.
* Have children with Indian cultural background be recognized.
* Use corn palace slides to show design of the corn palace.
* Inquire of the mother as to background and feasibility of recognition for her child as having an Indian ancestry. Same with English and Dutch backgrounds, so teacher demonstrates appreciation of children's cultural background.

OUTPUT:

Children will:

* Sing and dance to Indian music.

OUTPUT: (Con't)

* Paint and color Indian dress. Also, rugs, jackets and headdresses, tepees, campfire, etc. can be made into a simulation exhibit.

* Taste popcorn.

* Play and sing with dramatic play to "Merry Little Kernels of Corn."

* Count pumpkin seeds and plant some.

* Bake a pumpkin pie.

* Beat out 4/4 time to music with Indian beat.

* Dramatize Thanksgiving story.

EVALUATION:

Outcome:

Children take part and demonstrate interest in the activities. They are able to tell that Indians attended the first Thanksgiving dinner. They are able to recognize that American Indians come from a different culture, but now wear contemporay clothing and are Americans.

THE FARMER AND THE CORN HE GROWS

Agribusiness Cluster

Early Childhood — Awareness: Self; Carecr

Subject: Language Arts

Piloted by: Mildred Coplan

REFERENCES:

Pictures for bulletin board display
Filmstrips (farm)
Examine a real corn stalk

INSTRUCTIONAL OBJECTIVES:

Following a real life trip to a farm to visit a farmer and see the corn he grows, pupils will be able to contribute sentences about corn to an experience story chart, describe the importance and uses of corn, and plant and nurture corn plants in the classroom.

INPUT:

Procedure:

Children will sit in a group facing an easel holding a large tablet. Children will re-examine an ear of corn. Discussion will be open and free and from this the teacher will construct simple statements. These sentences will be printed on the chart and teacher will read aloud as she prints.

OUTPUT:

* Draw or paint pictures of corn.
* Plant kernels of corn and watch grow.
* Gather samples of corn products such as corn flakes and corn curls.
* Bring corn to pop, butter, and serve all children.

EVALUATION:

Level of Performance:

* Expect children to become more alert at observations.
* Children interested in asking teacher to re-read experience stories from time to time.
* Increase in vocabulary of pupils.

GETTING TO KNOW ME

Early Childhood (2nd half) Awareness: Self

Subjects:

Can be used after experience periods such as music, physical education, etc., and before resuming study.

REFERENCES:

Filmstrips and cassettes, OED Productions
Getting to Know Me, Div. of Cathedral Films, Inc. SVE Singer Co.
People are Like Rainbows, SVE Singer Co.
A Boat Named George, SVE Singer Co.

INSTRUCTIONAL OBJECTIVES:

After having been shown the Getting To Know Me filmstrips, pupils will be able to discuss and share ideas on the concepts of individual differences; likenesses as demonstrated in the visual manual.

INPUT:

The filmstrips will help the teacher to demonstrate the following concepts:

* We are all alike in some ways.
* We are all different in some ways.
* Differences and likenesses are acceptable.
* Neither should be a basis for loving or being loved.
* Likenesses bring comfort.
* Differences add dimension to experience.

Procedure:

In using the filmstrips, the experiences shared are in the third person. This may give children courage to express how they personally note these things.

OUTPUT:

* Discussion of basic character traits and characteristics.
* Based on appreciation of differences, understanding of ones self attempted.

EVALUATION:

Outcomes:

Subjective, Discussion of child participants may reveal attitudes regarding likenesses and differences.

SELF UNDERSTANDING THE USE OF PUPPET PLAYMATES

Early Childhood — Awareness: Self

Subject: Language Arts

Piloted by: D. VanSickle

REFERENCES:

Instructo Puppet Playmates - the family

INSTRUCTIONAL OBJECTIVES:

Given the opportunity to use the family puppet playmates, children will be able to understand their emotional feelings and to display these emotions in a socially acceptable manner.

INPUT:

Place puppets in a conspicuous place before children arrive. Let them put on the faces and handle them freely without direction for a period of time.

Procedure:

The children should recognize the puppets as being members of the family and will begin to role play and dramatize.

OUTPUT:

Suggest several family situations to be dramatized:

* Children fighting over a toy
* One family member ill
* Create a disappointment for the whole family such as no vacation to grandma's this week
* A new baby will arrive
* Grandma is coming
* What is that strange noise?

EVALUATION:

Level of Performance:

The children should react spontaneously. They, as a group, evaluate the emotional reactions. How did you feel? What made you feel this way? How did you show your feelings?

SELF AWARENESS

PRIMARY
Level I

DEVELOPING UNDERSTANDING OF SELF & OTHERS

Primary Awareness: Self

Subject: Story hour time

REFERENCES:

DUSO Kit, American Guidance Service, Circle Pines, Minn. A manual, two story books; records or cassettes, posters, puppet activity cards, puppets--DUSO the Dolphin--central character, the listener and understanding helper, Flopsie, the Flounder--indecisive and uncertain--unwilling to seek advice and counsel. Six soft hand puppets--11 colored puppet play props. Role playing cards, DUSO ACTIVITIES--role playing designed to involve children in dramatizing real life situations. Group discussion cards: five rules for group discussion.

INSTRUCTIONAL OBJECTIVES:

Given the DUSO kit, children will be assisted toward more positive feelings leading to development of a good self concept. This will be evidenced by the quality of children's responses in role play and in group discussions.

INPUT:

The units revolve around eight developmental tasks which confront the individual in the process of his development. The eight unit themes representing the developmental tasks are:

* Understanding and accepting self
* Understanding feelings
* Understanding others
* Understanding independence
* Understanding goals and purposeful behavior
* Understanding mastery, competence, and resourcefulness
* Understanding emotional maturity
* Understanding choices and consequences

Procedure:

If the DUSO program is used daily and in its entirety, there are enough materials for one school year. Used on a daily basis, each unit contains enough activities for 4 or 5 weeks. For each unit there is an introductory story and unit songs which are written in the child's language and employ animal-person characters. These are provided to stimulate identification and involvement with the content of the various activities.

* Directions for these activities provide procedures which have been effective. They were not conceived with the intent of limiting the creativity and spontaneity of the teacher or children.

* The discussion leader should communicate that he or she really cares about what children say and feel. Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives.

* The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussion to be purposeless.

OUTPUT:

Following the unit introductory activities, each unit is divided into cycles. Each cycle includes the following set of activities:

* A story to be followed by discussion

* A problem situation to be followed by discussion

* A role-playing activity

* A puppet activity

* Several supplementary activities to be used as desired

* Recommended supplementary reading (stories to be read to the class by the teacher or read independently by individual pupils)

EVALUATION:

Outcomes:

Children demonstrate in subjective ways that they have good feelings toward themselves and others.

VALENTINES AND THE WORLD OF WORK

Primary Awareness: Self

Subjects: Language Arts, Art, Music, Social Studies, Math

Piloted by: Willa Woodward and Pearl Meseberg

REFERENCES:

This is Music, American Book Co.
How We Get Out Mail, McCall, Benefic Press
World of Work, record and filmstrip, Educraft, ECF 107
Carrying the Mail, ECF-107
Postal Workers, picture story prints, Singer
The Mailman, film, EBF

INSTRUCTIONAL OBJECTIVES:

Given a correlation of many first grade subjects and the time of year which is Valentine's Day, each child will be able to:

* Write his own name.
* Recognize names of each classmate.
* Address, stamp, and mail a valentine at the post office.
* Cut out a heart shape.
* Sing valentine songs.
* Tell the duties of a mailman.

INPUT:

Valentine bulletin board; old fashioned valentines, funny valentines, pretty valentines, poems or stories about the origin of Valentine's Day.

Procedure:

* Call roll by showing child's name on card, child responds-teacher says name.
* Teach cutting of heart shape; show filmstrip; teach valentine songs.
* Teacher will make sure each child takes an active part and feels that he is an important member of the class and has an understanding of the work of the mailman.

OUTPUT:

* Make valentine book of names. It can be used to write names on valentines to classmates.
* Make valentine sack for mailbox--include name and address, decorate with heart shapes.

* Take valentines to school for children's mailboxes.

OUTPUT: (continued)

* Make valentine and envelope--address to classmate, buy stamps and mail at postoffice. (Put X where stamp belongs). When received, bring to school and discuss many tasks of the postman.

* Prepare questions to ask the postman.

* Make placemats, napkins, KoolAid. Plan games for Valentine party.

EVALUATION:

Level of Performance:

* Children will write names legibly enough so that they can write and mail their valentines.

* Children will take an active part in planning the field trip to the post office and the party.

* They will understand and appreciate the work of the postman.

ADDITIONAL COMMENTS:

A pre-test and post-test will be designed. A random selection of children will participate in both of these. Results will be tallied and saved for Career Development studies. Samples of work will be saved, also.

Suggestions for tests: Have a large picture of the mailman on display. Ask the selected children to tell you:

* Two things that a mailman does.

* Three things that a mailman has to know.

* Two places where mailmen work.

* How does a mailman get to work?

* Does a mailman need to be healthy? Why?

Interview children and record their answers on a tally sheet beside the questions. Have individual sheets for every child interviewed.

SELF AWARENESS

PRIMARY
Level II

AWARENESS: FOCUS ON SELF DEVELOPMENT, STAGE I

Primary

Awareness: Self

Subject: Language Arts

REFERENCES:

Guide for AWARENESS: FOCUS ON SELF DEVELOPMENT, STAGE I

INSTRUCTIONAL OBJECTIVES:

Given the use of AWARENESS: FOCUS ON SELF DEVELOPMENT, STAGE I KIT, students will demonstrate an increased ability to express themselves. This will be shown through relating stories which reflect an understanding of themselves and others.

INPUT:

The teacher will use Focus as a resource manual. Receiving on the following three levels is encouraged:

* Awareness level;

* Willingness to receive awareness;

* Controlled attention--building on first three levels.

Procedure:

* Listening and sharing rather than lecturing and directing. Draw out--not put in.

* The teacher will assume that children are able to accept or understand themselves or others, in some ways.

OUTPUT:

The child will be encouraged to relate to the stories, and express himself.

EVALUATION:

Level of Performance:

The child will be learning that he is an individual with feelings of his own. He will in turn recognize that other persons are equally endowed with these feelings and this right.

ADDITIONAL COMMENTS:

Problem-Solving-Decision Making

Sharing

See: Topical Arrangments of Focus, pg. 21
Attributes of Self
Family Relationships
Understanding Others (not in family)
Feelings
Sensory Perception of the Environment

CREATIVE EXPRESSION

Primary Awareness: Self

Subjects: Music, Language Arts, Art, Health

Piloted by: Barbara Rauch, Jeannette Hogstad and Rachel Westgard

REFERENCES:

Music books; Magic of Music, Ginn & Co., Walt Disneys' "Bambi."
Pictures: Mural of Bambi, nature pictures

INSTRUCTIONAL OBJECTIVE:

Given an opportunity to take part in the play,"Bambi", the pupils will demonstrate through sensitivity in participation that they have developed an awareness that music brings beauty, enjoyment, and new creative experiences.

INPUT:

The teacher will endeavor to increase ability to hear rhythm, melody, harmony. Skill in singing with beauty of tone, accuracy of pitch and rhythm. They learn to sing as naturally as they speak or play. Enjoyment is increased by student ability to perform individually and as a group.

Procedure:

* Develop increasing satisfaction and enjoyment in performing through the musical play, "Bambi."
* Develop a growing awareness that music brings beauty, enjoyment, and new creative experiences as an individual and as a part of a group.
* Develop a growing sensitivity to the beauty of musical sounds and in evaluating own singing tones.
* Develop a growing cooperative attitude with teachers and classmates.
* Develop an enthusiasm and love for an activity which will continue to grow beyond the classroom.
* Develop a greater sensitivity to elements of art, rhythm, color, form, and design in creative expression.
* Develop an awareness for various ways to tell stories.
* Develop awareness of need for good posture and correct breathing.

OUTPUT:

* All children will participate in this play.
* Role play: Some characters will sing their parts while others will speak their lines.

OUTPUT: (continued)

* Learn to sing songs by rote and with aid of an instrument for performance.

* Write creative stories about the animal characters in play.

* Draw original illustrations of forest families.

* Help with costuming in the play.

* Compose some additional lines and verses for the play.

EVALUATION:

Level of peformance:

The child will develop a progressive enlargement and clarification of concepts of pitch, rhythm, melody, and harmony and the interrelationships that exist among them. The child will develop a love for music that will be constant and enthusiastic, therefore, it will continue to grow.

Children will be able to tell the experience which meant the most to them.

MY GOOD FRIEND, THE POLICEMAN

Primary Awareness: Self

Subject: Language Arts

Piloted by: Mrs. W. Lunde

INSTRUCTIONAL OBJECTIVE:

Following a visit to the police station and explanation of a policeman's duties and responsibilities, the pupils will demonstrate their understanding of the policeman's role by describing one thing which the police did which they found interesting and understandable.

INPUT:

The teacher will endeavor to develop a respect for authority early in the child's life by showing it herself.

Procedure:

* Make arrangements with the police about a visit to the police station by the children, teacher and aides in a school bus.
* Ask the officer to stress the services the police provide: Public education, accident investigation and prevention, crime prevention, public relations.
* Information about law enforcement and criminal apprehension.
* Information about qualifications for a job as a policeman: age, height, weight, sex, education, salary; character check.
* Help the officer and create an interest in his job for the class.

OUTPUT:

The children would:

* Be free to ask questions.
* Have an opportunity to hear the siren, make fingerprints; identification cards.
* Have a feeling that law enforcement would be a good career.

EVALUATION:

Level of Performance:

All children will attend and write a letter to the police department telling one thing which the police did which they found interesting.

TIME AND TIME CAREERS IN THE WORLD OF WORK

Primary Awareness: Self, Career

Subjects: Mathematics, Science

Piloted by: Cynthia Barber, Janice Gauger, and Sybil Schafer

REFERENCES:

Multi-text and Greater Cleveland
Science in Our World, pg. 56-57, Herman & Nina Schneider, D.C. Heath, 1965
Peabody Language Development Kit (T Time Cards); Peabody Manual, Different Meanings of Time, American Guidance Service, Circle Pines, Minn.
Watch Repairman, Occupational Outlook Handbook, U.S. Government Printing Office, Washington, D.C.
Large and individual clocks
Flannel board clock
Record and book, How To Tell Time
Quizmo Clock Game
Show and Tell, Golden Record Co.

INSTRUCTIONAL OBJECTIVES:

Given the opportunity to teach children about time, children will develop understandings of the concept of the relationship of time to self and career.

INPUT:

* Establish the value of time. (Play a game, set timer or alarm 2 or 3 minutes. Children find an article or articles in this given amount of time.)

* Set up an interest center of clocks and watches.

* Set up an interest center of worn out clocks and watches.

* Time clock to punch-in as workers do. (Teacher will set up real life situation.)

* Resource person-watch repairman. (Establish dignity and importance of their work.)

OUTPUT:

Children will:

* Experiment with an hour glass. Observe minute hand.

* Bring various clocks and watches for exhibit.

* Take apart and experiment in hands-on situation.

* Check-in in the morning and out at night.

* Prepare questions to ask repairman. Listen attentively--then ask questions about things they are especially interested in or aspects that were not covered.

OUTPUT: (continued)

* Study the development of clocks and watches using the encyclopedia for information.
* Work with individual clocks. (Teacher will demonstrate with large clock simulation, flannel board, or transparency.)
* Tell various ideas as to what is meant by the value of time.
* Visit jewelry store where resource person works.
* Do worksheets from multi-text for individual packets.
* Listen to record for reinforcement.
* Make cookies to see importance of time as it affects baking results.
* Use the Peabody Manual to become aware of the many different meanings of time.

EVALUATION:

Level of Performance:

Children:

* Should be able to work with hour, half hour, quarter hour, and minutes.
* Will list or find pictures of different types of clocks.
* Will write a creative story (their own personal feelings of value of time) for evaluation of each child's knowledge.

WORKERS WHO COOPERATE
Public Service Cluster

Primary Awareness: Self

Subjects: Social Studies, Language Arts, Math, Art

Piloted by: Sybil Schafer, Betty Erickson, M. Johnson, Eva Markve

REFERENCES:

Fireman Fred, Barr
Mr. Mailman, Whitman
Let's Go to the Post Office, Putnam
I Want to Be a Policeman, Children's Press

INSTRUCTIONAL ACTIVITIES:

Given the study of typical public service occupations, children will show understanding of the reasons why people cooperate in the World of Work by participating in role play or an original playet.

INPUT:

Procedure:

* To introduce the activity, discuss with the children the kinds of workers in their community. Explain that they are to observe workers as the child goes to and from school. Interview parents who are some of the workers listed to explain their part in the World of Work.

* Let children make a mural displaying workers they are interested in. This will include all children.

* List on chalkboard what children find out and discuss the workers; milkman, mailman, garbage man, policeman, fireman, bus driver, and truck driver.

* All children will take part in the discussion. All will prepare a question to ask workers. All children will work in a group to make a mural.

* The teacher lists information as each child tells what he observed. Children are divided into groups according to their interest for role playing. Each child creates and illustrates a story.

OUTPUT:

* Role playing by children should be simulation of the work of the parents they interviewed. Simulation will be finalized in playet form.

* Children will write a creative story.

EVALUATION:

Level of Performance:

The children will be able to tell:

* How a policeman and a fireman might cooperate;
* How a mailman might be important to community workers;
* How a garbageman might be important to all community members.

SELF AWARENESS

PRIMARY
Level III

BULLETIN BOARD IDEA
"I Want To Be ...."

Primary Awareness: Self

Subjects: Art, Language Arts

Piloted by: Janet Shelver

INSTRUCTIONAL OBJECTIVES:

Given the study of what interest and abilities are as related to career choice, children will demonstrate an appreciation of these concepts through guided discussion.

INPUT:

Children are not encouraged to make a final career choice at the elementary age level but they can be exposed to experiences which will enlarge their area of choice in future job selection. The choices at this level are referred to as "Fantasy Choices" by theorists in the field of occupations and vocations.

Procedure:

The bulletin board may be arranged and developed according to the creativeness of the group members. The bulletin board might be arranged by using: art work of student; paragraphs written by students.

OUTPUT:

The following questions might be considered by the teacher and the students:

* Are many different jobs depicted on the bulletin board?
* Did the students consider personal interests and abilities when making a choice?
* Do the jobs express an appreciation for work?
* Is there an indication that leisure time activities of the family are connected with the choice?
* Can the child express a reason why he wants to be involved in this job?
* Are the choices based on contact with a favorite person (mother, father, teacher or other model?).

EVALUATION:

Outcome:

Children will be able to tell in a circle meeting:

* What <u>interests</u> are and/or
* What <u>abilities</u> are and/ or
* How interests and abilities relate to the World of Work.

HAPPINESS
(Happiness is courtesy and cooperation)

Primary Awareness: Self

Piloted by: Bert Kunz and Lillie Frantz

INSTRUCTIONAL OBJECTIVES:

Given lessons in what constitutes courtesy and cooperation, children will demonstrate their knowledge through discussion about polite and cooperative people.

INPUT:

* Divide pupils into small groups. Each group will make a list of ten courtesies essential for a happy workable classroom. The group leader will list them on the chalkboard.

* Good manners are good habits to have; they make life a lot nicer.

* You will find that people who lose their jobs are people who do not know how to get along with others. School is a place where you learn to cooperate as a team.

* Transparencies: Discuss how courtesy is a growing process and is developed by stages.

* Listen to records and view appropriate filmstrips.

OUTPUT:

All children participate in discussion and choice of activities.

* See how many jobs you can discover which use skills you use in school! Jobs need: reading, writing, speaking, math, and other school skills.

* Develop a courtesy tree. Put courtesies or slogans on colorful leaves cut from construction paper and pin to a tree, also made from construction paper.

* Have each child choose a courtesy act in which he is weak. Then have his peers help him to overcome the weakness.

EVALUATION:

Outcomes:

Children in a circle discussion will be able to describe:

* A polite person and/or;

* A cooperative person and tell;

* What these attributes have to do with the World of Work.

SELF AWARENESS

INTERMEDIATE
Level I

BEHAVIOR

Intermediate Awareness: Self

Subject: Social Studies

REFERENCES:

"Friendly and Unfriendly Behavior" pg. 69-92, Teacher's Guide Social Science Laboratory Units and Resource Books, by Ronald Lippitt, Robert Fox, Lucille Schaible.

INSTRUCTIONAL OBJECTIVES:

Given the opportunity to investigate the nature of FRIENDLY AND UNFRIENDLY BEHAVIOR, children will work with Lab units. They will exhibit ability to make value judgments and to express opinions during classroom guided discussion.

INPUT:

The materials sequence of recommended lessons are as follows:

* What Do We Know about Friendliness?
* How Can We Tell the Difference Between Friendly and Unfriendly Behavior?
* What Causes Unfriendly Actions?
* What Causes Unfriendliness Between Individuals and Groups?
* What Causes Unfriendliness Between Groups?

Discussions can be initiated through inquiry approach.

Procedure:

Participation in discussion needed. Value judgments start to be formed.

OUTPUT:

As lessons unfold, children are more and more willing to express opinions and make value judgments. Activities suggested in the guide are used as motivators.

EVALUATION:

Level of Performance;

If participation is active and contributive, the level of performance will be considered satisfactory.

INSTRUCTIONAL OBJECTIVES TO TEACH ETHICS

Intermediate Awareness: Self

Subject: Language Arts

Piloted by: Ruth Johnson and Ines Haan

INSTRUCTIONAL OBJECTIVES:

Given a series of inquiries, students will become more aware of the importance of honesty, loyalty, and dependability to themselves and to others. Children will demonstrate their knowledge through intelligent small group interaction in a dramatic puppet role playing environment.

INPUT:

Three large posters with the words honesty, loyalty and dependability will be displayed before the class. Informal groups of two will sit together. Each child will be given one minute to inter-act and respond to the meaning of each word. Then inter-act in groups of four. A spokesman for each group will report their definitions.

To teach a child a code of ethics, establish the reasons one needs to be honest, loyal and dependable.

* To be accepted by society.
* For self-esteem and self-realization.
* For economic reasons.
* To build lasting friendships.
* For reward and privileges in the home and in school.

The teacher will develop "World of Work" concepts through the use of these questions:

* How do you get food from the store?
  You buy it.
* What would happen if you took the food from the store without paying for it?
  It is against the law.
  The storekeeper would not be able to make a living.
* How would you feel if you did this?
  Scared, ashamed, guilty.
* If a storekeeper hired you, what could you do to help?
  Sweep the floor, dust the cans, help the customer, put out the stock, carry out groceries.
* Why would you want to do your best?
  Self satisfaction, to keep your job, promotion

INPUT: (continued)

* Would you do your job as well if the boss were gone for the day?
  Yes, because he trusts me.
  Yes, because I want to do my job well.
  Yes, because it is my job.
  Yes, because he pays me.
  Yes, because it makes me feel good.

* Pretend that you are the cashier in the store. What would happen if you made a mistake by not charging the customer enough?
  The storekeeper would be cheated.

* What would you do?
  You would tell the storekeeper.

* What would happen if you overcharged the customer?
  You would be cheating him.

* What would you do about it?
  If possible, you would return it.

* What would happen if you took money out of the cash register?
  Be scared (you know it is against the law),
  Feel guilty; punishment.

Procedure:

All children should be encouraged to be a part of the discussion. Accept all ideas.

OUTPUT:

Children will be divided into three groups. Each group will be assigned to make their own puppet characters.

* Stick puppets

Group one puppets portray dependability and loyalty to the boss.

Group two puppets portray shop lifting vs. self-esteem.

Group Three puppets portray honesty and handling money.

EVALUATION:

Outcomes;

Each student should be able to tell:

* What makes a person seem dependable, and/or;

* What loyalty to a business means, and/or;

* What is wrong with shoplifting; and/or;

* What honesty in handling money entails.

DISCOVERING DIFFERENCES

Intermediate Awareness: Self

Subject: Social Studies

REFERENCES:

Discovering Differences Guide, pg. 43-63
Social Science Laboratory Units and Resource Books, by Ronald Lippitt, Robert Fox, Lucille Schaible, Science Research Asso., 259 E. Erie St. Chicago, Ill. 60611

INSTRUCTIONAL OBJECTIVE:

Given a real need for people of all ages to learn tolerances of differences, children will demonstrate understanding of the answers to the following questions from Discovering Differences, A Social Studies Unit Program, by participation in the tasks of the various lessons.

INPUT:

The materials sequence of the lessons recommended are as follows:

* What make people different?
* How does environment cause differences?
* What are some differences in our class?
* Where do we get our likes and dislikes?
* How does group membership cause differences?
* How do we behave toward people who are different?

Procedure:

Is good if children are enthusiastic about performing tasks.(ie. fingerprinting) in the first lesson.

OUTPUT:

Children could complete the exercises independently then confer with a buddy before turning in work. Success encouraged. It may be that reporting on each of the six questions could best be handled by buddies -- each one being responsible for a portion of a question. Answers could be handled as a mock radio broadcast or a series of broadcasts.

EVALUATION:

Outcome:

Every child should be able to answer a minimum of one of the questions under Input when the lesson is completed.

A BEGINNING ACTIVITY TO INTRODUCE A UNIT ON WHO AM I?

Intermediate Awareness: Self

Subjects: Social Studies, Language Arts

Piloted by: Janet Shelver

REFERENCES:

A mirror for each group
A tray of colored tickets for each group
If possible, a tape recorder for each group (to be used in the summarization.)

INSTRUCTIONAL OBJECTIVES:

Given a game situation, children will be given the opportunity to learn likenesses and differences in people. Knowledge gained will be evident from individual statements into a tape recorder concerning how the students both resemble others or are unlike others.

INPUT AND OUTPUT:

Activity: a game (children will be seated in a circle on the floor.)

"Boys and girls, I know that you like to play games, and I also know that we learn some unusual things when we play games. I wonder what you will learn in this game! There is no name of the game unless you want to give it a name."

"You are seated in a circle - there is a tray of colored tickets and a mirror in the center of the circle. You will understand the directions as we play the game. I get to talk first, then you get to talk later. Ready?"

* Select a ticket from the tray that is about the same color as your eyes: blue eyes-blue ticket, etc.

* Choose a ticket that matches your hair color (or very nearly so).

* Boys may take a blue ticket; girls may take a pink ticket.

* Short hair-red ticket; long hair-white ticket.

* If you can whistle take a purple ticket. Let's hear you whistle!

* If you can hold your breath for 10 seconds you may have an orange ticket.

Now, a random selection of 6 or 7 of that group has a turn to call directions. Each person will take a turn to call a color. If you have a ticket of the color would you please stand. Before the next color is called, let's figure out a statement that we can make about this group that is standing. In some manner determine which group of students will become the leaders to call out the colors, they may, also, choose to ask for a combination of colors such as 2 blue tickets and one purple ticket means that these people are blue eyed boys who can whistle; 1 blue, 1 pink, and 1 purple-blue eyed girls who can whistle; 2 brown, 1 red, 1

INPUT AND OUTPUT: (continued)

orange-brown haired, brown eyed, short haired people who can hold their breath for 10 seconds, etc.

Let the pupils come to this idea by themselves--they may have other ideas, too. Children can discover and draw their own conclusions. They should be able to develop their own ideas and conclusions as this develops their reasoning ability-thinking ability.

Last step: "Very good! You have made some interesting comments and discovered something. You have been thinking! Thank you, everyone. Now in your own circle, each person will have an opportunity to tell something that you have discovered about yourself. The tape recorders are ready so that each person may talk into the microphone. You might say, "I am like _____, because we both _____ _____, but I am different because _____."

EVALUATION:

Outcomes:

Children will be able to share answers upon teacher questioning.

"Would each person share one ticket with me, please? Write on this ticket how you feel right now."

The tapes may be replayed later and/or saved for future use.

WHO AM I?

Intermediate Awareness: Self

Subject: Social Studies

Piloted by: Burt Knuz and Lillie Frantz

INSTRUCTIONAL OBJECTIVE:

Given specific activities to help children relate things they are learning in school to future opportunities and to make children aware of dignity in all jobs and the relationship between present values and future careers, children will demonstrate a growing self awareness. This will be shown through ability to make an interest list, conduct interviews, and list community jobs which are important.

INPUT

* Each person is different in some way from other people.
  How do people differ?
  Elicit group discussion

* Personality makes us different.
  The way we act
  The things we like to do
  The way we make others feel

* What kind of person do you think you are?
  Funloving? Serious? Talking? Thinking? Indoor? Outdoor?

* Why are you going to school?
  Learn skills; Learn about the world we live in; Learn about ourselves; Learn about the person I'd like to be; Make friends; Learn games; Learn health and safety.

* The world needs different workers with different skills and interest to do different kinds of work.

* All children will participate.

OUTPUT:

* Put a check next to the things you like to do.

_____Be with people most of the time.

_____Do things by myself.

_____Make things others look at or use.

_____Talk to others.

_____Put my ideas on paper.

_____Work with numbers and math.

_____Work with machines.

OUTPUT: (continued)

_____Help other people to be happier.

_____Discover new ideas.

_____Make pretty pictures.

_____Write music, songs.

_____Work on school activities.

_____Work indoors.

_____Collect things.

_____Move around a lot.

Compare the things you have checked with those checked by others and you will discover how you differ from others.

* **Interviews:**

Question adults you admire about school skills these people use on their jobs.

Investigate limitation imposed upon some people by lack of education and training.

* Everyone likes to feel that his job is important. Some people feel important if they can tell others what to do. There are many people who decide how they feel about a job by how much they can make. Others choose their jobs because they want to have a job where they can help people. What are the things you think make a job important? List the jobs that you think are important in your community.

EVALUATION:

Outcome:

Each child should be able to share with the class one thing which they like to do.

SELF AWARENESS

INTERMEDIATE
Level II

BEING AND BECOMING

Intermediate Awareness: Self

Subjects: Social Studies, Reading

REFERENCES:

Being and Becoming, pg. 95-116, Teacher's Guide Social Science Laboratory Units and Resource Book, by Ronald Lippitt, Robert Fox, Lucille Schaible, Science Research Associates, 259 E. Erie St., Chicago, Ill.
See Teacher's Guide

INSTRUCTIONAL OBJECTIVES:

Given the terms, "Being and Becoming," students will demonstrate that they can interpret their meaning and nature by performing exercises appearing in the teacher's guide.

INPUT:

The materials sequence of recommended lessons are as follows:

* What does Being and Becoming mean?
* How do social scientists measure growth & development?
* How does environment affect development?
* What factors influence the development of intelligence?
* How is growth related to language development?
* What problems are associated with growing up?

Procedure:

If children are interested in finding out how they developed in babyhood after sharing the resource book, the input has been effective.

OUTPUT:

Exercises within the guide are most effective for pupil participation. Pupils should be directed toward completing them.

EVALUATION:

Level of performance:

If the student performs the exercises and becomes engrossed in making discoveries about himself and others as will result from use of the guide, it will be a successful performance on the part of the child.

CAREER EDUCATION AND NUTRITION
Consumer and Homemaker Cluster

Intermediate

Awareness: Self, Career, Beginning competency

Subjects: Science, Language Arts (all)

Piloted by: Geraldine Mahlen

REFERENCES:

Coop. Ext. Service, SDSU, U.S. Dept. Ag. Fun With Foods
Nutrient Standard Study, Colorado State Univ.
Codington County Ext. Service, Home Ext.
Mulligan Stew, Comic Books
Nutrition Charts, Nat'l. Dairy Council
4H TV Production, U.S.D.A. Ext. Service, Michigan State Univ.
SVE Study Prints, School Workers,; Singer Co., Chicago
Home Economics Filmstrips, Rip Rocket Series, Coop. Ext. Service
Dietician, resource person
School Cooks, resource person
Song about food and nutrition (original and ready-made)
Food Service Manager, resource person
Foods Make Us Grow, ITT Continental Baking, Rye, N.Y.
Vitamin C, Supt. of Documents, U.S. Government Printing Office, Wash. D.C.
Food for Fitness, leaflet Dept. of Ag., Wash. D.C.
Together We Sing; The Gardener, pg. 37; Popcorn, pg. 1
ABC Music Series; Shortening Bread, pg. 178-179, Weedy Wheat, pg. 38; A Bicycle Picnic, pg. 2; Cowboys Breakfast Call, pg. 78; Fishing, pg. 55; Old Quinn Querribus, pg. 136; Making Music Your Own, pg. 5
Making Music Your Own, Linstead Market, pg. 180; Lots of Fish in Bonevist Harbor, pg. 32.
Filmstrips: The True Book of Health, Children's Press; SVE, A Right Breakfast, A 568-1; Swift and Co., Food for Life.

INPUT:

The teacher will:

* Review nutrition program of previous grades.
* Acquaint children with Basic Four and identification of goods.
* Help develop interest in correct daily eating and table manners, food arrangement and planning--effect of emotional tensions.
* Lead student brainstorming session in nutrition.
* Present food concepts and recipes from transparencies.

OUTPUT:

All students involved in brainstorming introductory session on nutrition and the why of it. Individual or small groups make bulletin boards, and reading display table. Students help contact resource people.

OUTPUT: (continued)

Students will:

* Bring or make pictures of Four Basic Food groups. Group food, display, and classify.

* Bring school menus and analyze them, thereby playing the role of nutritionists.

* Keep and maintain diary from charts of daily eating habits.

* Make cartoons of "Eating Habits" results.

* Interview all resource people to find out their occupational titles (see ADVENTURES TO CAREER AWARENESS sheet).

* Write and dramatize good manners in cartoons, subject: for school cafeterias and high school cafeteria.

* Compare and give "Nutrition Play."

* Do calorie counts on various foods.

* Write stories, poems, and songs.

* Physical education correlation between food and exercise.

* Have a tasting day to foster desirable attitudes toward new cold foods.

* Use nutrition words in language arts and spelling lists.

* Trace origin of unusual foods--where they came from; etc..

* Make a sample breakfast, etc., and taste results.

* Make pancakes, fruit pie, and/or pizza described on transparencies in file.

This nutrition education mini-unit can be most stimulating and revitalizing to the "self image."

EVALUATION:

Outcome:

Children will be able to tell why people often say, "We are what we eat."

ORIGINAL SONGS ON NUTRITION

I. Fruits and vegetables, yellows and greens
Carrots, spinach, peaches and beans
You get Vitamin A from these
Eat one daily if you please.
Fruits and vegetables, yellows and greens
Carrots, spinach, peaches and beans.

(To the tune -- Twinkle, Twinkle Little Star)

II. Let's not forget the Vitamin B's.
They are Nutrition V.I.P.'s
They keep skin soft and improves appetites.
Help body cell to develop right.

(To the tune -- Little Bo Peep)

III. Vitamin C you have each day
To heal your cuts and chase colds away.
Citrus fruits are high in C.
Also tomatoes and brocolli.

(Little Bo Peep)

IV. Meat and eggs, chickens, beans.
Your body needs, they're all proteins
Fish and peanut butter too.
Are body builders, they're good for you.

(To the tune -- Twinkle, Twinkle Little Star)

V. Bones and teeth need lots of milk
As straight and strong they grow.
Several glasses every day
And you'll get up and go.

(To the tune -- Jingle Bells)

VI. Sing a song for raisins - a pocket full of fun.
They'll give lots of iron, to help you romp and run.
When you eat these many foods
You really will feel great
So make the Type A School Lunch
A habit every day.

(To the tune -- Sing a Song of Sixpence)

VII. Our School Lunch is good to eat
Fruits and vegetables, cheese and meat
And it gives us what we need,
To run and play, to write and read.
Be sure you clean up every bite.
School Lunch helps you grow just right.

(To the tune -- The A.B.C. Song)

South Dakota Dept. of Pub. Instruction
Pierre, South Dakota

NAME_____ DATE_____

I HAVE TASTED

Vegetables

asparagus	___	endive	___	radishes	___
beets	___	lettuce	___	rutabaga	___
broccoli	___	lima beans	___	spinach	___
brussels sprout	___	mushrooms	___	string beans	___
carrots	___	okra	___	summer squash	___
cabbage	___	onions	___	sweet potatoes	___
cauliflower	___	parsnips	___	Swiss Chard	___
celery	___	peas	___	tomatoes	___
corn	___	peppers	___	turnips	___
cucumbers	___	potatoes	___	winter squash	___
eggplant	___	pumpkin	___		

Fruits

apples	___	cranberries	___	peaches	___
apricots	___	dates	___	pears	___
avocados	___	figs	___	pineapple	___
bananas	___	gooseberries	___	plums	___
blackberries	___	grapefruit	___	prunes	___
blueberries	___	grapes	___	raspberries	___
cantaloupe	___	honeydew melon	___	rhubarb	___
cherries	___	lemons	___	strawberries	___
coconut	___	oranges	___	tangerines	___
				watermelon	___

Note: Children can check in one color the foods they have already tasted and add check marks in another color as they try new fruits and vegetables at home or in the cafeteria.

DISCOVERING HORSES: HOBBY OR CAREER?

Intermediate — Awareness: Self, Misc.

Subject: Social Studies

Piloted by: Ruth Johnson and Inez Haan

INSTRUCTIONAL OBJECTIVES:

Given experiences in discovering much about the hobby of horses, the student will complete a check list, interview people in related occupations, and will be able to tell how the hobby correlates with various school subject studies.

INPUT:

Procedure:

Class discussion will be essential before the field trip. Various small groups will prepare questions to ask the guide when they visit the horse farm. This visit as a follow-up or culminating activity to a unit study of horses should be an excellent reinforcement to the lesson. Establish the relationship of leisure time interest in horses and how it develops into life-time careers. Visit a horse farm.

* Guided tour of a horse farm operation.
* Observe the interdependency of job families in the horse business.
* Develop awareness of many different breeds.
* Develop awareness of their special functions.
* Select one to fit your needs.

Through the discussion and guided tour all of the children should be made aware of the numerous kinds of horse care, be aware of the growing popularity of horses in America, have an understanding of the many economic factors that are involved in raising horses and realize the responsibility that goes hand in hand with the enjoyment of owning a horse.

OUTPUT:

SO YOU WANT A HORSE!

* Why do you want a horse?
  Pleasure, racing, driving, breeding, show, work, cutting, rodeo
* How would you select one to fit you?
  Your age, your size (weight and height), spirited or settled, how do you want to use the horse.
* Do you know some of the more common breeds in the area?
  Arabian, Appaloosa, Paint, Welsh, Quarter Horse, Morgan

A new demand for horses and horse products has created new horse hobby kind of job families.

* Interview various job family members. The interviewers (groups of two) will prepare reports from information they have acquired.

  Realtor; land

  Elevator; feed and grain

  Farmer; hay

  Lumber year employees; barn-hay storage

  Veterinarian;

  Tack makers and distributors; leather goods, saddle makers, harness makers

  Grooming equipment makers and distributors; brushes, picks, vacuums, clippers, polishes

  Horse trailers' manufacturers and dealers;

  Farrier; blacksmith, horse shoes, nails

  Workers; carpenters, electricians, well diggers, plumbers

  Farm implements' distributors; tractors, manure spreaders, post augers

  Carriage makers; carts, wagons, buggies

  Clothing makers or distributors; boots, hats, apparel

  Publishers of magazines and books

  Clerical workers; registration of breeds

  Judges and auctioneers; judge shows, ring stewards, timers, announcers

  Printers; hand bills for shows

  Rodeo grounds and area workers; rodeo clown (protects the riders)

  Horse trainers

* Correlate the study of horses to other subject areas.

  Mathematics; grain needed per horse, hay needed per horse (acres needed for each horse)

  Storage barn (size); same perimeter in different shapes, square gives more storage area than a rectangle.

  Fencing; how many posts are needed? (feet between each post)

  Tack room; dimensions needed

OUTPUT: (continued)

Math in drawing; graph paper for drawing a model horse farm, buildings, rotating pastures

Language arts; write letters to breeders for information.

Health; diet and care as important as in human beings.

Art; draw a picture of child's favorite horse or rodeo clown.

EVALUATION:

Outcome;

Children will be able to talk about horses and why horse raising is not a good hobby or is a good hobby.

EMOTIONS ARE AN IMPORTANT FORCE IN OUR LIVES

Intermediate Awareness: Self

Subjects: Physical Education, Music

Piloted by: Mary Williams

INSTRUCTIONAL OBJECTIVES:

Given activities to help children recognize emotions, they will express understanding by their ability to name situations when specific feelings were experienced. They will, also, be able to select one feeling and express it verbally or nonverbally.

INPUT:

All children will follow these directions to perform the following physical activities:

Stand up

Hop on left foot twice

Touch toes

Left hand on right knee

Close eyes, hold nose, shake head

Sit in desk

Stand up--make a fist

Turn around five times

Sit down

Directions should be read at a rapid rate. Children may begin to feel frustration and some will feel anger.

HAPPINESS Announce to the class that they may take 10 min. recess.

SADNESS Tell the class that their favorite custodian is leaving.

FEAR How would you feel if you woke up and your house was full of smoke?

Procedure:

All children will participate in a lesson of self awareness such as this to identify emotions and express emotions. The physical setting may be one large group, circular in arrangement or several small group circles. This decision should be made by the teacher and be based on the personalities of the class.

OUTPUT:

The children will collect magazine pictures of people. The pictures can be developed into a collage for happy faces, sad faces, angry faces, and fearful faces. Use the record "Peer Gynt Suite, In the Hall of the Mountain King." Discuss feelings that children may have felt as the music changed. Role play--show feelings of happiness, sadness, fear, anger.

Open ended sentences:

I feel happy when _____.

I feel sad when _____.

I am afraid of _____.

I get angry when _____.

EVALUATION:

Level of performance:

Each child will name a situation when he felt happiness, sadness, anger, and fear.

Each child will choose one feeling and express it verbally or non-verbally.

INDIVIDUALS & GROUPS

Intermediate Awareness: Self

Subjects: Social Studies, Reading

REFERENCES:

"Individuals and Groups", pg. 119-137, Teacher's Guide Social Science Laboratory Units and Resource books, Ronald Lippitt, Robert Fox, Lucille Schaible, Science Research Asso., 259 E. Eric St. Chicago, Ill. 60611.

INSTRUCTIONAL OBJECTIVE:

Given a child's lack of understanding of how he fits into social groups as an individual, lessons will clarify his understanding. Concepts learned will be demonstrated by students as content of cassette tapes with the subject being, "Group membership."

INPUT:

The materials sequene of recommended lessons are as follows:

* When do you like to be alone?
* What is a group?
* How does leadership affect group members?
* What roles do group members play?
* What did we learn?

Procedure:

The children will show an interest if reading or listening to reading has been done in such a way that understanding of the material is successful.

OUTPUT:

Student cassettes will be made containing answers to the Input questions regarding group membership.

EVALUATION:

Outcome:

Children will be able to participate in the small group work in "What did we learn?" This will reveal the understandings gained from the units.

NEWSPAPER UNIT

Intermediate Awareness: Self

Subjects: Language Arts, Social Studies, Art, Math

Piloted by: Sybel Schafer, Martha Johnson, Betty Erickson, Eva Markve

REFERENCES:

I Work on a Newspaper--Lent
Come To Work with Us In a Newspaper
The Genie and the Work
Let's Visit the Newspaper--Pope & Emmons, Taylor Publ. Co. Dallas, Texas
Film--"Communication in the Modern World"

INSTRUCTIONAL OBJECTIVE:

Given the study of a newspaper's structure, children will demonstrate cooperative action by organizing, writing, and publishing a newspaper of their own.

INPUT:

* Have several newspapers available for children to examine and discuss.
* Work in groups and attempt to list the job families and clusters. Reporters, editor, linotype operator, proof reader, newsboy, etc..
* Field trip to local newspaper. The teacher through guidance will make sure each child has a part in each of the activities that will build his self-esteem.

OUTPUT:

* Children will observe the different sections and choose the one they like best to report on.
* Newsboys tell their experiences, and others consult their parents to find out if they have something to contribute to the class.
* Children, through group work, will plan and publish their own newspaper.

EVALUATION:

Outcomes:

Each child should be able to choose his main interest and develop it to the best of his ability. Creativity in the form of cartoons, photography, stories, illustrations, etc., are needed to publish the original newspaper. Feature one or more of the newspaper workers in each paper, and/or;

For special evaluation purposes have each child compose an essay. "Would you like to work in a newspaper office? Why, or why not?" and/or;

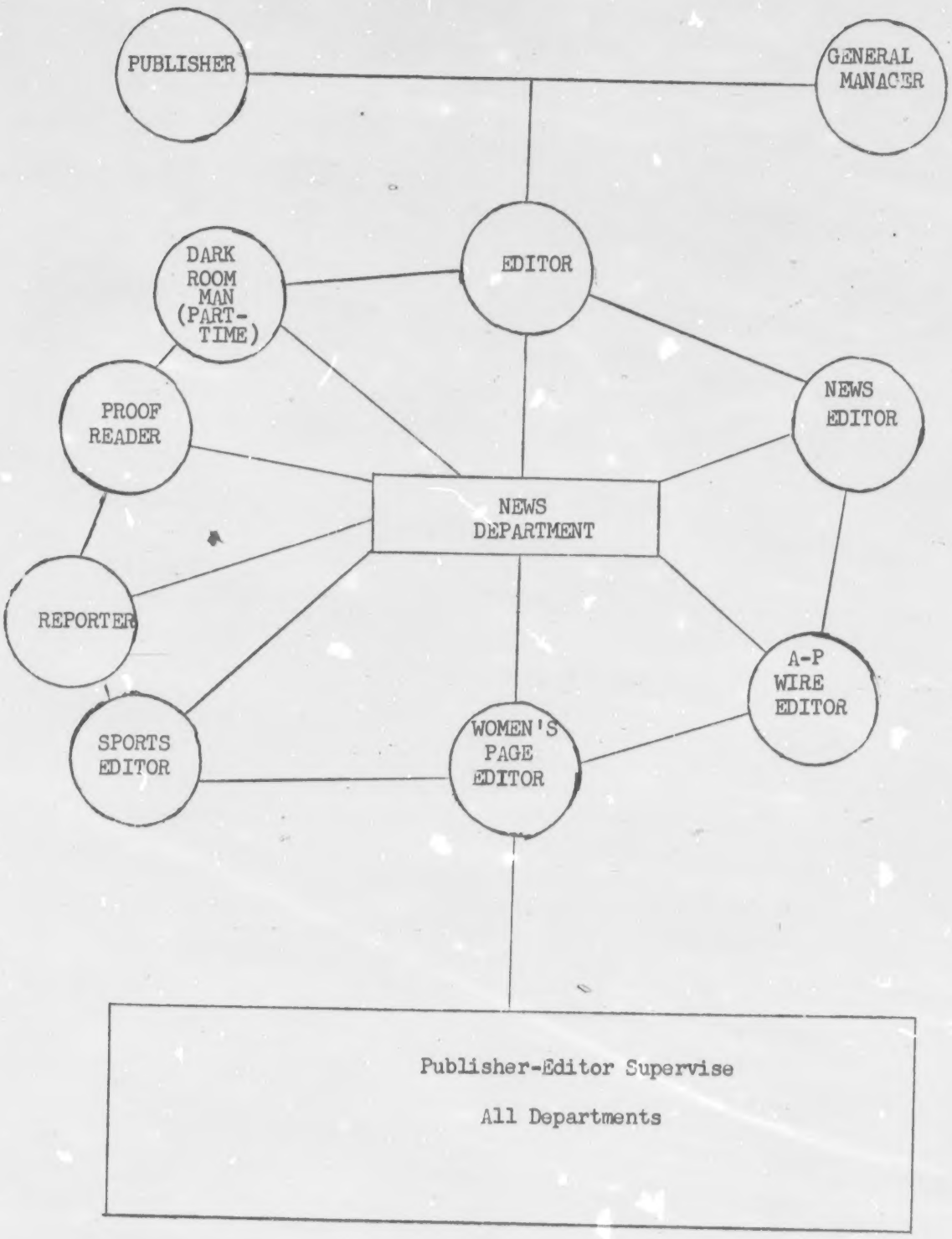
EVALUATION: (continued)

The student should be able to select three job family members of the newspaper and tell what each of these persons might have as an interest.

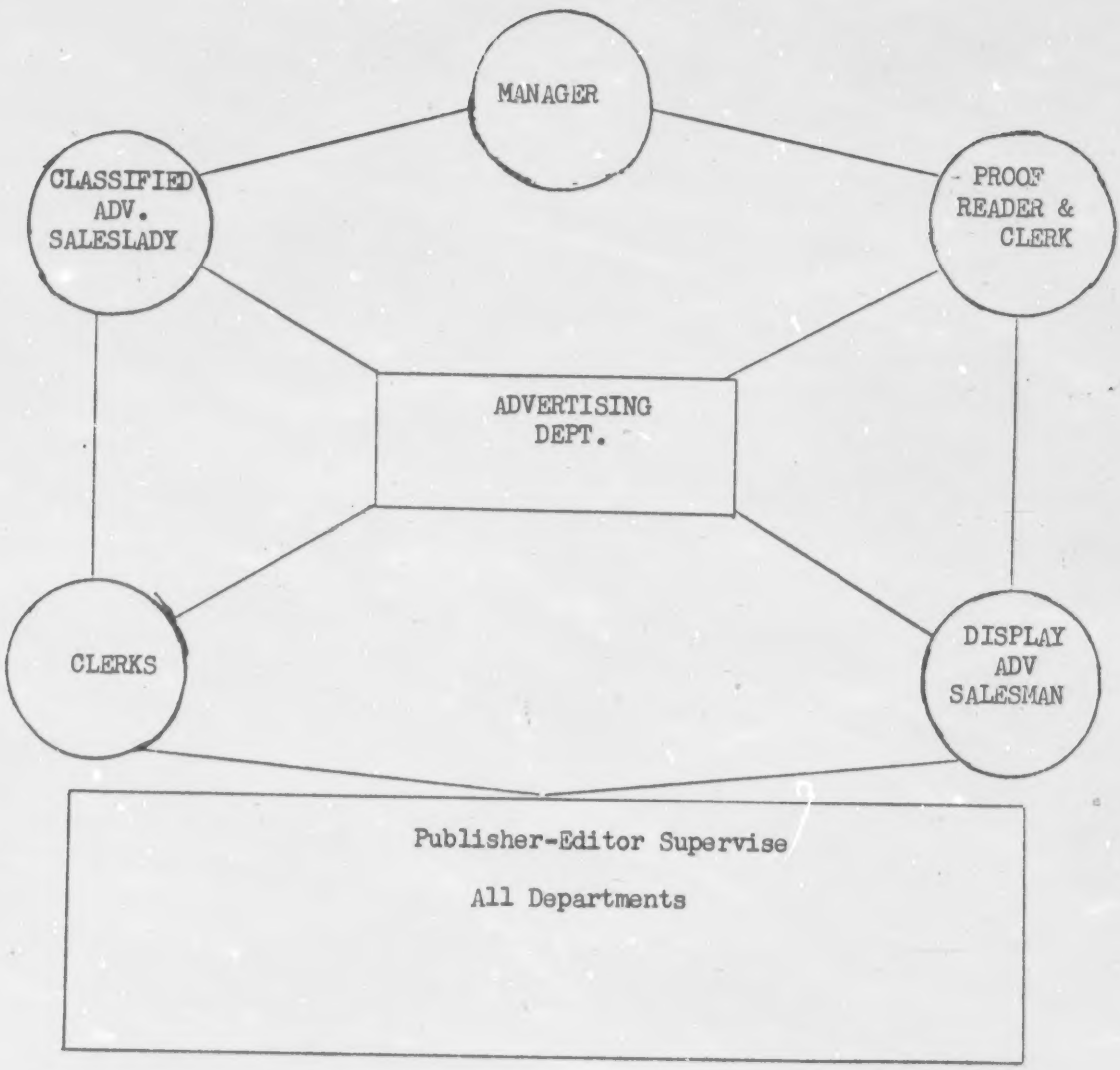
NEWSPAPER JOB FAMILY

COMMUNICATIVE ARTS CLUSTER

JOB FAMILY--NEWSPAPER



JOB FAMILY--NEWSPAPER



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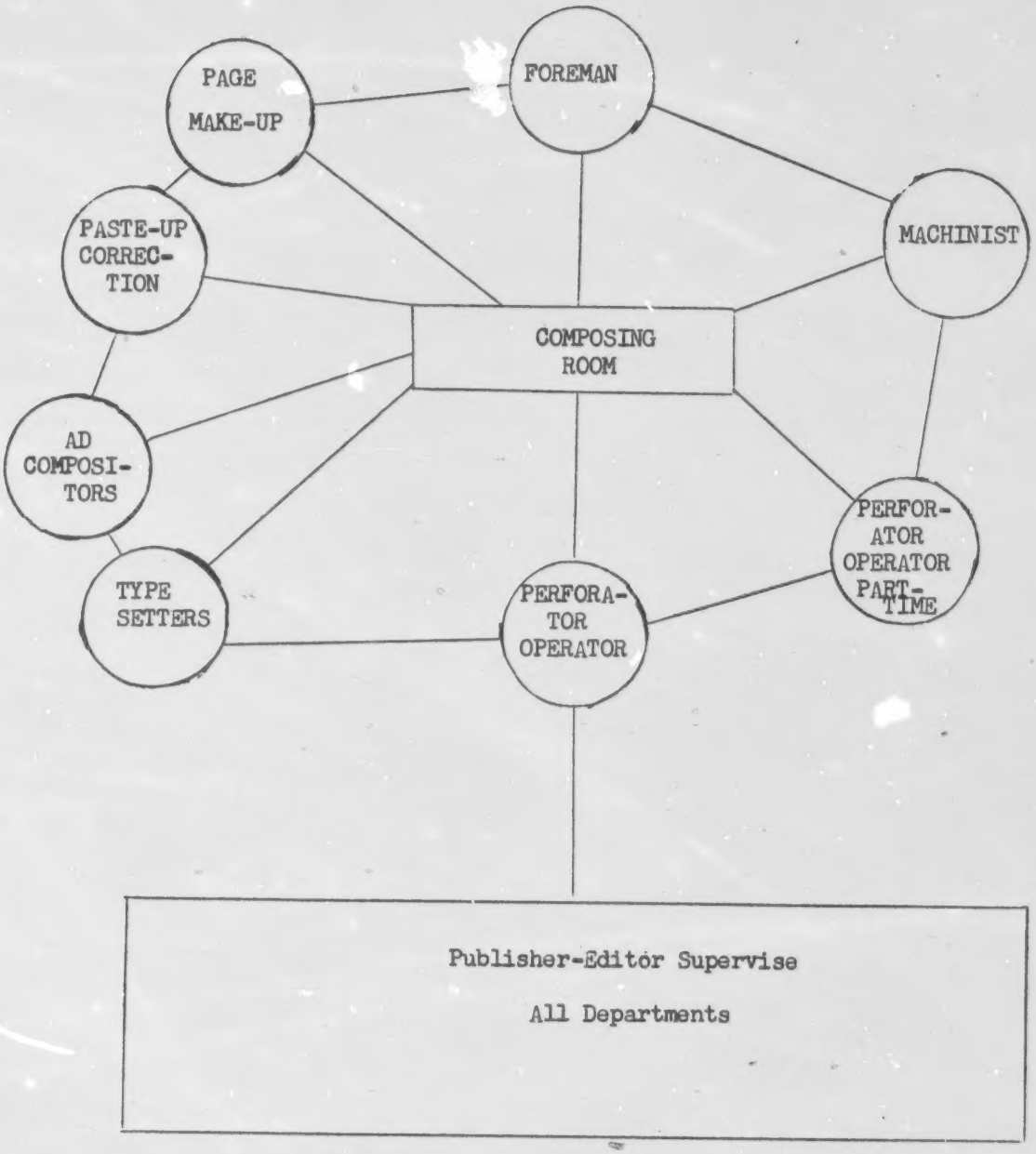
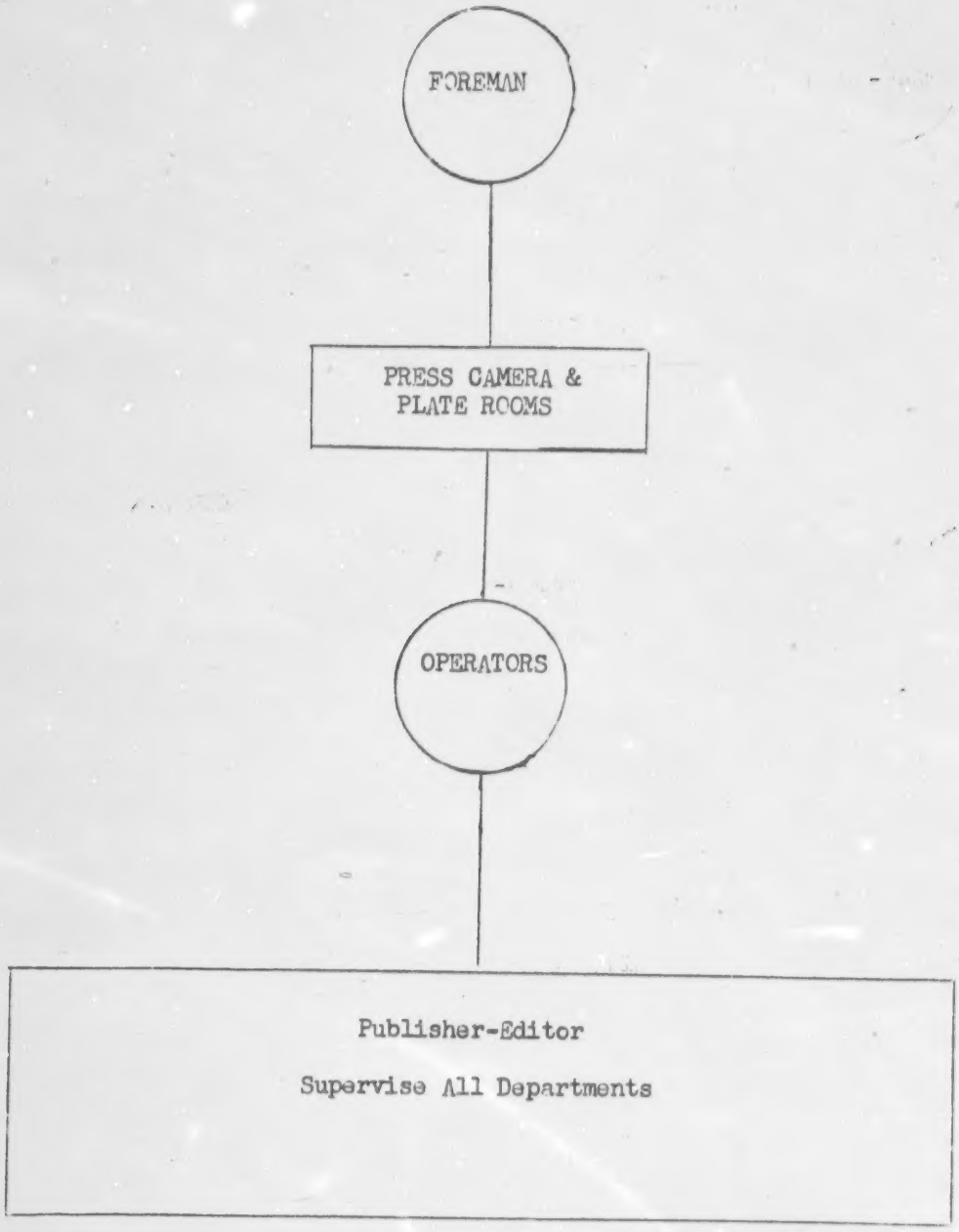


JOB FAMILY--NEWSPAPER



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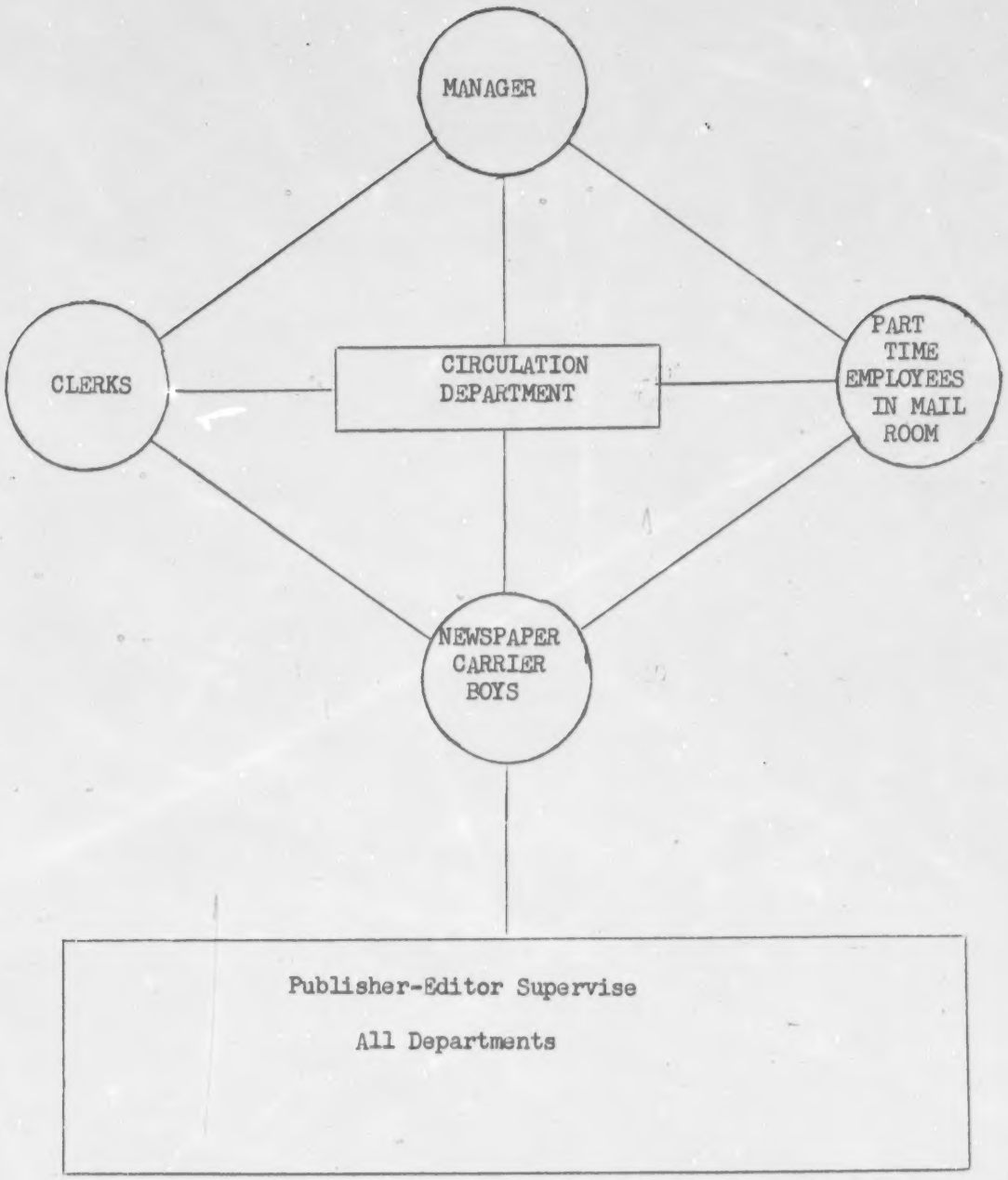

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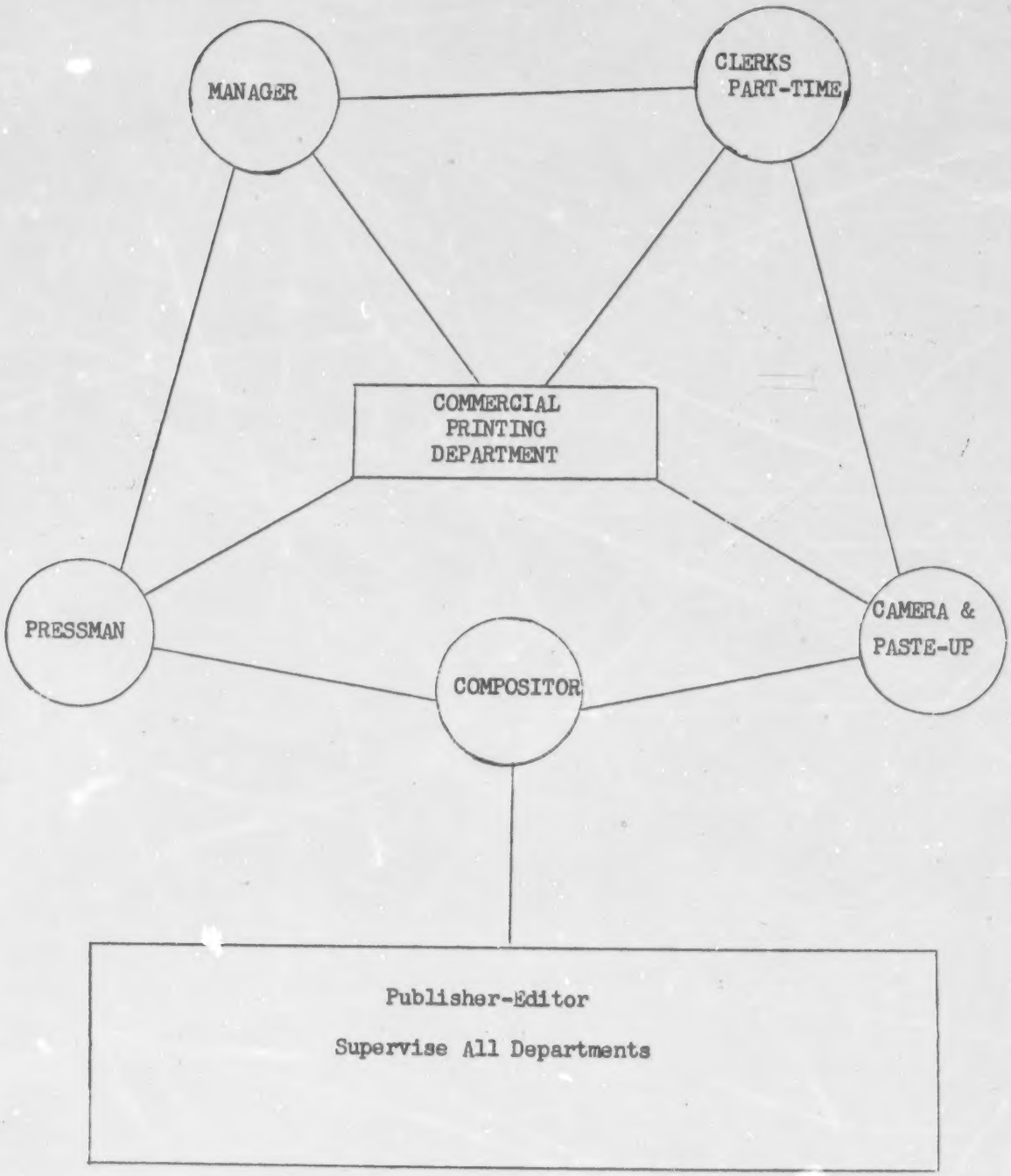

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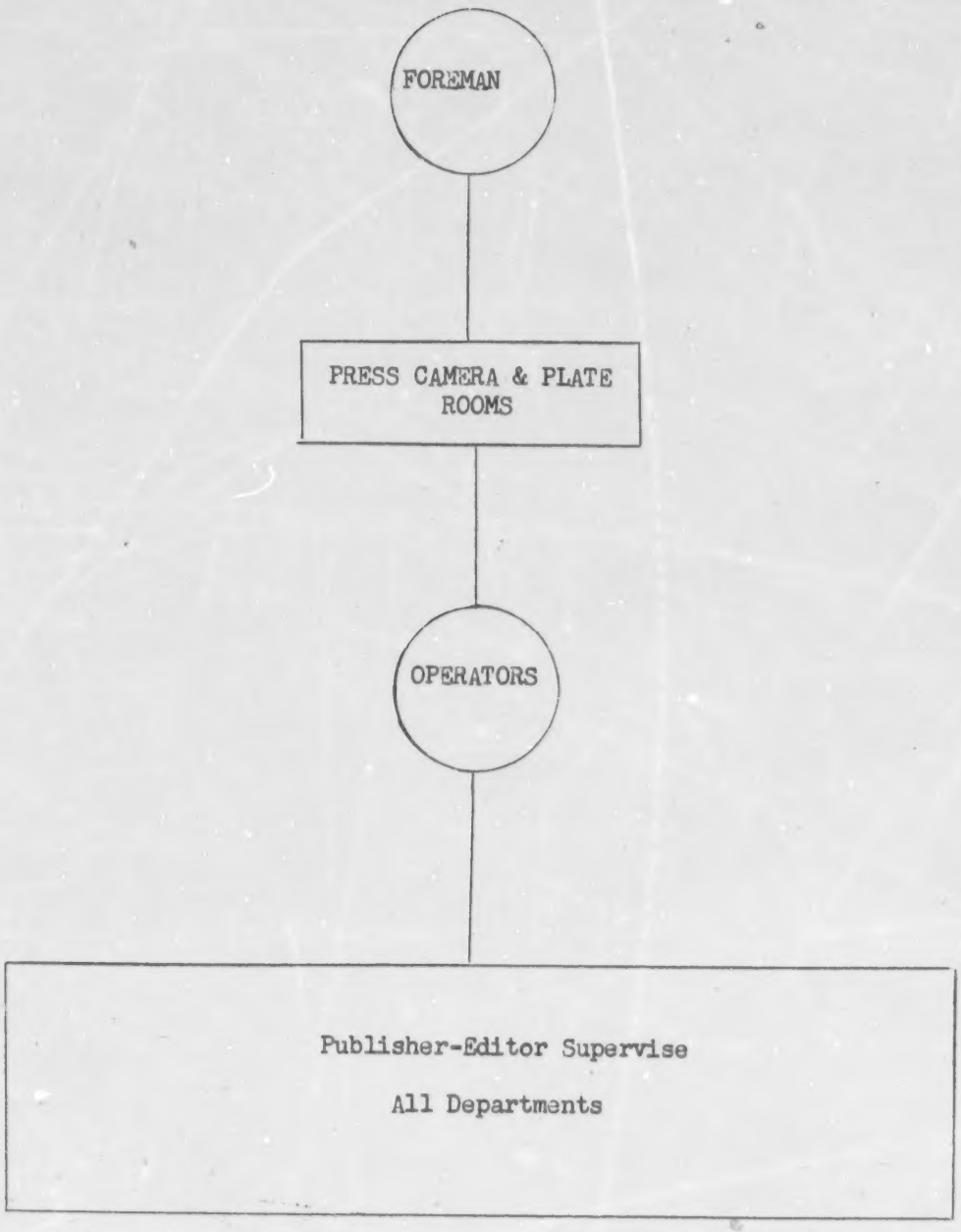

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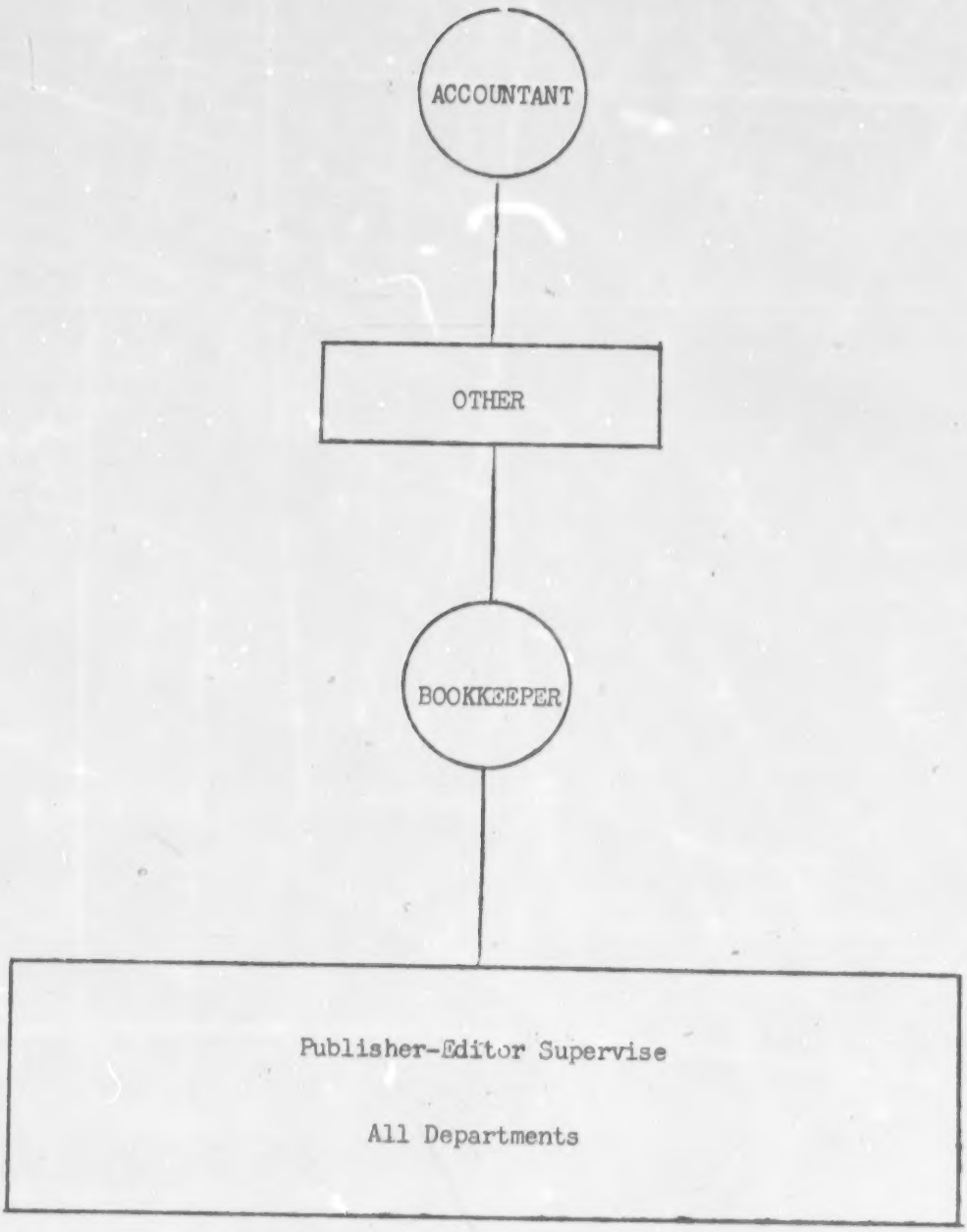

UNIT PLAN TO TEACH DIGNITY OF THE TOTAL PERSON

Intermediate Awareness: Self

Subjects: Language Arts

Piloted by: Sister Marcella Klein

INSTRUCIONAL OBJECTIVE:

Given a unit plan to teach dignity of the total person, students will tell something contributive about each age group.

INPUT:

Consult the unit for teacher's work.

OUTPUT:

Consult the unit for activities.

EVALUATION:

Outcomes:

Children will be able to tell:

* the different age groups in life
* something which is socially contributive from each group

UNIT PLAN TO TEACH DIGNITY OF THE TOTAL PERSON THROUGH CAREER EDUCATION

Intermediate

INTRODUCTION

In each living organism there is the gradual development of the species from infancy to maturity to the gradual decline of the species. Of all living creatures, the human organism has characteristics and qualities which are unique. It is the marvel of man that by recall he can bring all of his personal history up to a present moment, and to some extent change or manipulate his future.

It is important that the person recognize the aging process as an integral part of development. If the aging process is accepted as natural and if it is recognized that there are losses (sight, physical strength, etc.) yet there are gains in wisdom and experience, it will be easier to view the declining years with serenity and courage.

In Japan the prestige status of the elderly is traditional, even today. This is not true of the attitude toward the aged in the Western world. Our society is youth oriented and seems to have a cultural irreverance for age. There are multiple causes for this concept which has brought much suffering to many of our elder citizens.

The problems of old age will not be solved easily, but a change of concept toward aging and toward life can make a difference in the years ahead. Sources of difficulties in the later years include economic insecurity, declining health and strength, loss of independence, loss of social status and friends, forced retirement, and psychological entities such as attitudes, self-image and flexibility. How the person responds to the inevitable changes depends largely on the habitual responses acquired through a life-time.

The place of education in helping form attitudes toward life cannot be underestimated. Young people do not need to be convinced that they should be prepared to earn their livelihood, but education for all of the life cycle from birth to death is forgotten in many cases. If improvement in attitude toward the elderly is to come about it will require education for the total life span and for the total person.

Education can make a difference by giving: 1) a positive attitude toward learning and continuous self-renewal; 2) a philosophy toward life with a history of deeds that give meaning to life; 3) a pattern of good adjustments and responses to difficulties at any age; 4) exposure to a wide variety of interests in work and hobbies and 5) the attitude of self-acceptance during all of the life span. Since man is a being capable of directing his own destiny and being responsible for that destiny, it is important that during the formative or educational years he be prepared to assume this responsibility.

Victor Frank tells of an amputee who grasped the fact that the meaning of life did not consist in walking and said, "human life is not so poor a thing that the loss of a limb would make it meaningless." So too, should we not teach our youth that human life is not so poor a thing that the loss of one job, or declining years, or physical disability would make it meaningless.

MAJOR OBJECTIVES: Instruction in the following nine activities will show that education can prepare persons for the total life span of development. (The specific objective of each lesson is given.)

* Concept: The development of the human person continues from birth to death.
  Objective: Each group of three children will make a time-line.

* Concept: Persons of all ages have abilities and can contribute goods or services to society.
  Objective: Each child will find magazine pictures of persons of three different ages and write a label telling what each can contribute.

* Concept: Different types of jobs and work are available within the agriculture-conservation job cluster.
  Objective: Each group of three will illustrate a type of career within the above cluster.

* Concept: Various skills are sometimes needed in one occupation.
  Objective: Through visit to farm (or film presentation) each child will list four or more things a farm worker must know how to do well.

* Concept: Jobs are related and skills from one occupation can be used in another related type of work.
  Objective: Each group of three will draw a favorite job cluster.

* Concept: Attitudes affect success in a career.
  Objective: Each child encouraged to prepare a question for a resource person (farmer.)

* Concept: Worthy use of leisure time is vital to mental health and happiness in a career.
  Objective: Each child will list three hobbies in which they might be interested.

* Concept: An older person might want to change from one type of work to another.
  Objective: Each group of five will role play and tell why they might want to change jobs.

* Concept: Attitudes affect our outlook on life.
  Objective: Each child will draw stick men from two different views- one telling the courageous response to a situation and the other telling a poor response.

DESIGN TO TEACH CONCEPT # 1 OF UNIT PLAN

Intermediate Awareness: Self

Subjects: Science, Social Studies, Language Arts

INSTRUCTIONAL OBJECTIVE:

Given the study of a unit plan to teach dignity of the total person through Career Education, the student will demonstrate understanding through pantomiming the continuum of a lifeline.

INPUT:

Through large and small group work, the teacher will assist children in developing the concept that all living organisms have a life cycle and a life style. That man is unique in developing a variety of life styles is another important concept for students to know. Children will be able to tell what a life style is, and what a life cycle is upon conclusion of the study.

* Name living organisms. Do they have a life cycle?

* Discuss man as a person. How is man different from other creatures.

* What makes man unique? Why is this important?

* Does the ability to love and serve others ever decline?

* Does the ability to learn and have new experiences decline?

The concept that children have changing needs at different stages in life is important.

* Needs of youth and growing persons.

* Needs of mature people with a growing family.

* Needs of persons after family has grown and left home.

* Duties of society toward each of these groups.

Procedure:

All children will be encouraged to participate and give ideas. If an idea is inconsistent with a concept, the teacher will ask for the opinion of others in the group or will rephrase the question to lead to the desired response. Setting will be semi-circles. First, the entire group, then smaller groups which reports findings to the large group.

OUTPUT:

All children will participate in the following activity.

* On length of paper provided, each group will draw a life-line. The years will be marked off in decades.

OUTPUT: (continued)

* The life-line can be filled in with any of the concepts the children may wish to include. This may be drawing, finding pictures from magazines, little sentences by each decade, cartoon illustrations, etc.

EVALUATION:

Outcome:

Each child will be expected to contribute. Assistance will be given as needed and each drawing will be expected to be accurate as to decades and neatly drawn.

Students should then be able to pantomime the lifeline continuum.

DESIGN TO TEACH CONCEPT #2 OF UNIT PLAN

Intermediate Awareness: Career

Subjects: Social Studies, Language Arts

INSTRUCTIONAL OBJECTIVE:

Given the concept that individuals are qualified to perform in various ways at all different age levels, children will be expected to be able to classify occupations which contribute to goods and those which contribute to services at the various age levels. They will be able to list a minimum of three rewards which come from work.

INPUT:

Children will contribute to the small group to which they are assigned and then report to the large group as to jobs which are those requiring goods, and jobs which are those which require services. They will, also, decide various rewards and satisfactions which come at different times in their lives. The teacher will assist groups as needed in finding answers to the two groups of questions.

* All ages have abilities and can contribute goods or services. Discuss and list:

  Jobs that young people can do.

  Jobs that persons between 25 and 65 can do.

  Jobs that older persons can do.

  Differences in abilities exist among different ages. Show special skills of the young, middle years, and the older workers.

* Individuals work for various rewards and satisfactions at different times in their lives.

  Why do people work?

  Need for companionship and social status.

  Economic needs and source of income.

  Self-development and satisfaction in a job well done.

  Interesting activities--people sometimes like to go to work.

  People like to be of service to others.

Procedure:

All ideas will be acceptable and no one will be made to feel either superior or neglected. Volunteers will be encouraged.

Each child will be responsible for mounting and labeling a minimum of three pictures.

OUTPUT:

Children will participate in the following activities:

* Find magazine pictures of persons of three differen[illegible]e groups. (More if desired.) Paste them on large newsprint.

* Print neatly on colored paper. Make a label telling what each person might be able to contribute to society according to the age of the person.

EVALUATION:

Outcome:

Children in small groups will be able to classify goods and services which can be provided at various age levels. They will be able to list a minimum of three rewards which come from work. Performance should be limited in expectation by the abilities of the various students participating.

SELF AWARENESS

INTERMEDIATE
Level III

ACHIEVING SUCCESS IN THE WORLD OF JOBS

Intermediate — Awareness: Self, Employability

Subjects: Language Arts, Social Studies

Piloted by: Vera Sunne

REFERENCES:

Filmstrip and tape, "Achieving Success in the World of Jobs."

INSTRUCTIONAL OBJECTIVES:

Given the filmstrip and tape, "Achieving Success in the World of Jobs" the student will:

* show how people with learning liabilities are able to achieve success in the world of jobs.
* re-emphasize the importance of study habits and work attitudes, by role playing and discussion.

INPUT:

Teacher will introduce and arouse interest in the filmstrip. Following the showing of the filmstrip the teacher will encourage students to examine their own potential for success.

Procedure:

Large group presentation-informal discussion-or small discussion groups following presentation. Role playing various situations may follow discussion. All pupils should gain a better understanding of their own potentials.

OUTPUT:

* Pupils view the film and listen to the tape.
* Pupils take part in large group or small group discussions.
* Panel discussions following film.
* Original play showing change in attitude.
* Research about people who were thought to have learning disabilities, but succeeded. (Einstein, Edison, etc.).

EVALUATION:

Outcome:

Children will be able to tell how one person with a learning liability achieved in his job.

They should be able to tell why good study habits are important.

DIARIES AND FEELINGS

Intermediate Awareness: Self

Subject: Language Arts

REFERENCES:

"Invitations to Speaking and Writing Creatively" Unit 21, pg. 81-84
"Dig That Diary" pg. guide, Myers & Torrance, Ginn, Boston, Mass.

INSTRUCTIONAL OBJECTIVES:

Given the sixth grade child who needs to find a healthy outlet for pent-up feelings, the students will imagine themselves in real-life situations through the writing of diaries.

INPUT:

The pupils will read pg. 81. It prepares one to use his imagination. The children will be advised to follow the diary order in the workbook. They may share or not share as they wish.

Procedure:

Any trial is acceptable. Teacher should be non-judgmental as to material written. No teacher pressure should accompany this assignment. Students may accept or reject it as desired.

OUTPUT:

Children will follow diary order, answer questions in booklet, and complete pg. 83-84.

EVALUATION:

Outcome:

Pupils will demonstrate an alertness to fresh ideas which they could examine and refine. They will demonstrate this alertness by writing diaries of their own.

INTEREST SURVEY-BECOMING

Intermediate Awareness: Self

Subject: Language Arts

INSTRUCTIONAL OBJECTIVE:

Given an interest survey on becoming, the children will demonstrate self-knowledge through careful completion of the Interest Survey blanks.

INPUT:

Procedure:

The teacher will give introductory remarks about self actualization and what it means to be a person of individual abilities.

The teacher assists those students who find reading the survey difficult by letting them listen with earphones to the wording on a pre-recorded tape.

OUTPUT:

Complete the survey.

EVALUATION:

Outcome:

Considerable self knowledge will be gained by individual students through the thinking through and completion of the Interest Survey.

INTEREST SURVEY--BECOMING

Since you are in the upper grades of your elementary school, you are fast BECOMING a person in your own right. You have probably already been looking at people as they work in their various careers and wondering about their work and the positions which they hold.

EXERCISE I

Will you please list for us, on a separate sheet of paper, all of the vocations or occupations about which you are familiar? We will give you about 15 minutes to do this. When we call "time", please stop and return to this sheet of paper to complete Exercise 2.

EXERCISE II

My father's work is _____

_____

My mother's work is _____

_____

My guardian's work is _____

_____

The person I most admire works as a _____

_____

At home, I like to _____

_____

At home, I do not like to _____

_____

At school, I like to _____

_____

At school, I do not like to_____

_____

On the playground, I like to_____

_____

On the playground, I do not like to_____

_____

EXERCISE III

Please check YES or NO if you have received any information about careers from any person you know: Yes___ No___.

If you have checked yes, do this last multiple choice question by answering with a check mark beside the correct response.

I have received the most information about occupations from:

a. My parents____ b. My teachers____ c. My friends____

d. My neighbors____ e. Someone else____

If you have marked someone else, how are they important in your life?

_____

_____

_____

EXERCISE IV

Now, for your own amusement and amazement, write a paragraph about what you would like to be when you get out of school. Try to include in the paragraph why you would like to be this type working person.

_____

_____

_____

_____

LIVING WITH VALUES

Intermediate

Awareness: Self, Employability

Subject: Social Studies

Piloted by: Nancy Meidinger

REFERENCES:

Living With Others--Citizenship, record, Wilson Corp. S. Holland Ill. Side 6, Band 2

INSTRUCTIONAL OBJECTIVE:

Given an exposure to a time when relationships with family or friends may be strained, the children should be able to list attitudes and goals which help to make a career successful.

INPUT:

Discuss various types of initiation into clubs or organizations. Name some of the troubles of shop owners in a community. Discuss the Golden Rule "Do unto others..."

Procedure:

Large group, listen to recording. Discuss reasons why Cathy and Carolyn would rather not join the club. Child needs to realize the importance of following socially acceptable values to succeed in the World of Work.

OUTPUT:

Pupils can discuss and list attitudes and goals which are socially acceptable and why these are necessary to be successful in a chosen career. Pupils can list reasons why a person may lose his job because of an act which is socially unacceptable. Children may list information which may be found on a personal employment file and role play a situation where a job-seeker discovers the shopowner has a record in his employment which may be undesirable.

EVALUATION:

Level of performance:

Children will be able to list attitudes and goals which help to make careers successful. They will be able to tell what is meant by a responsible worker.

PERSONALITY DEVELOPMENT

Intermediate Awareness: Self

Subjects: Science

REFERENCES:

Six different filmstrips to be used - six different times
Developing Your Personality - Encyclopedia Brittanica Filmstrips
Enjoying Today
Promises are Made to Keep
Leaders and Followers
Thinking for Yourself
More Than One Friend
Trying New Things

INSTRUCTIONAL OBJECTIVES:

Given six filmstrips on "Developing Your Personality," students will show knowledge of the subject through worthwhile contributions to class discussions.

INPUT:

Students are helped to see how to handle and live with interpersonal relationship situations. Discussions surrounded the lives of make-believe people on filmstrips. The physical setting of the room operates most effectively with students sitting in a circle or semi-circle. This is really a group counseling-type experience. This enables students to look at a third person. (It can happen to others -- idea), before it is necessary to look at themselves. It is easier to draw conclusions about others, than it is to look carefully at oneself, however, the one process logically follows the other.

EVALUATION:

Level of performance:

If children demonstrate an interest in group discussion after the filmstrip has been shown, the level of performance is satisfactory.

Group discussion with many children participating is to be sought.

High interest and much give and take in voluntary discussion is the order of the day, and will indicate a good level of performance.

PERCEPTIONS

Intermediate

Awareness: Self

Subjects: Reading, Language Arts

REFERENCES:

Multi-text approach
"Invitations to Speaking and Writing Creatively." Myers & Torrance
Ginn, Boston 1965
"Have You Noticed?" Unit 19, pg. 72, guide, pg. 47

INSTRUCTIONAL OBJECTIVES:

Given the need to increase perceptiveness through senses in order that one can understand the use of his own ears, eyes, nose; etc. children should read, "Have You Noticed?" and be able to demonstrate skilled data collection gained through use of the senses. They should be able to perform the experiment on p. 49.

This is an exercise designed to assist children in attention concentration on facts that are often ignored. (Facts which are available to ear senses, exist, but we have a tendency to ignore them.)

Procedure:

A need to develop powers of observations becomes increasingly more evident as the student moves through the written assignment. He is involved in reliving sense reactions. Ability to discard theories where supportive evidence is lacking. This ability to discard theories should be noted. See experiment, pg. 49.

OUTPUT:

The student genuinely attempts to consider the full import of the questions and complete the sentence.

EVALUATION:

Level of Performance:

A change should take place in the way students approach problems objectively, withholding judgment until sufficient evidenc is obtained. They should demonstrate alertness to changes in people and natural phenomena. Skill in organizing data should improve. Evaluation, as well as data collection, should be more skillful. Each child should be able to tell about anyone of these attributes.

SENSE EXPERIENCES

Upper Intermediate — Awareness: Self

Subjects: Reading, Language Arts, (Beginning writers and dramatists need sensitivity experiences.)

REFERENCES:

Invitations to Speaking and Writing Creatively, R.E. Myers, E. Paul Torrance, Ginn, and Co., Xerox Co., pg. 18 Unit 7, Teachers guides, pg. 25 Students

INSTRUCTIONAL OBJECTIVES:

Given sense experience in an exercise called, "What's the Punch Line?" students will be able to identify different sense experiences by name.

INPUT:

Students are asked to view the objects in the picture as people. Note that the objects share some characteristic or symbolize some quality or process.

Students should be urged to: listen for humor, flattery, sarcasm, sympathy, intolerance, insincerity, tenderness, in words of people in conversations. This exercise involves human understanding--therefore, a subjective process. It will probably point out the immediate awareness of students. It will, also, reveal students who are lacking in sensitivity to others.

OUTPUT:

Listen to conversations hearing and interpreting what people say. Write a punch line appropriate for two groups represented below--see page 25.

EVALUATION:

Outcomes:

There is nothing mandatory about this assignment.

* Some students may be inspired to role play a situation.
* some students may have "a germ of an idea for a brief dramatic sketch"
* others, may be inspired to express themselves through poems and essays